

METHOD

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NUMBER

# SCHOOL JOURNAL

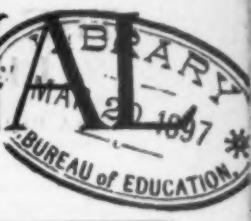
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A Weekly Journal of Education.

Vol. LIV.

For the Week Ending March 20.

No. 12

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## Professor Dewey's Pedagogical Creed.

By John S. Clark.

The article by Professor Dewey in *The School Journal* of January 16 is a notable contribution to educational literature. Since Spencer's famous essay, over thirty years ago, there have been few statements of the basis, function, and purposes of education that are so sound, so sensible, and so suggestive, as this word from Chicago university. Educational thinkers and workers owe Professor Dewey a genuine debt for his comprehensive setting forth of the problem as he sees it.

We have here one of the first satisfactory statements of the inter-relation between the psychological and the social aspects of education. Investigation into children's individual capacities, interests, and habits is to be pursued, we are told, not wholly out of deference to the dignity of the innate self, but, above all, for the sake of discovering the most feasible ways of helping the individual to receive and to give his share of the life of the race. "All education," says Professor Dewey, "proceeds by the participation of the individual in the social consciousness of the race."

I take it that the professor's main points of emphasis are three:

1. The individuality of the child: his personal capacities, interests, and powers.
2. The social environment of the child as a world of conscious intelligence; the gradual understanding of this social world by the individual through coming into conscious touch with its best aspects.
3. The creative activities of the child as the point of concentration in his educational development; the creative activities as the means through which the individual does thus gradually come into the full command of himself and the full appreciation of the social whole of which he is to become a part.

The reasons given for the importance of considering the child's individuality are reasons which ought to do much toward keeping modern child study on a sensible basis. According to Professor Dewey, the child's personal instincts, interests, capacities, and habits merit attention and consideration, on the ground that these, under normal conditions, indicate, directly or indirectly, the probable lines of adaptability to social needs and conditions. Child study acquires a new value when children begin to be studied, not simply for the sake of cataloguing them as specimens, but chiefly for the sake of seeing along what lines they are likely to be most susceptible to influences of environment,

and along what lines they are likely to be most capable of effective reaction on their natural, and their social environment through creations for the social benefit. These points are indeed of vital importance.

If I may be allowed to carry the thought a step further, let the idea of selection by the teacher be added right here. Let child study include in its legitimate range the sympathetic observation of children to discover what elements in the social environment appeal most to the higher elements of a particular child's make-up. Let child study include in its range also observation to discover which of the child's natural aptitudes and habits of creative activity are correlated with the finest feeling and highest thinking; into what sorts of activity the child seems able to put the largest expression of his best self. In other words, let child study recognize the idealizing powers of the child, and his responsiveness to ideals, as well as to bare, uncharacterized facts. If we once assume what Professor Dewey certainly will grant, that in this life some things are better worth having and doing than other things, it is certainly of great importance for teachers to make, if possible, a qualitative, as well as a quantitative, analysis of the personalities with which they deal, and to consider the best way of bringing out the best in these personalities. When we are told that the process and the goal of education should be the continual reconstruction of experience through bringing the individual more and more into harmony with the consciousness of the race we must assume that it is the race consciousness of the best things that is meant. It seems to me that from the very first the teacher's task of selecting the influences which shall play on the child, ought to be aided by a better knowledge of the comparative responsiveness of the child's simple animal nature on the one hand, and of his higher spiritual nature on the other hand. Such insight, where it does exist, means, of course, an immense saving of time and labor, and an avoidance of some discouraging failures. Just here I may be permitted to say that Professor Dewey's definition of the function of the teacher seems to reduce the influence of the teacher's personality to unnecessarily low terms. His feeling in the matter is apparently that of vigorous reaction and revolt against the autocracy of the schoolmaster, as he used to be. But does not the present revolt against arbitrariness, and dogmatism carry us a trifle too far? Is it wise to leave the child so entirely to his own devices, and make him work out his own salvation at such expensive outlay of time and futile effort? I believe that there should still be a use for the teacher over and above the rather vague "selection of influences" to bear on the child. It ought to be possible still for some ideas to be caught by contact with a superior mind, for some knowledge

to be gained through another's experience, as well as through the child's own experience.\* If this were not true, we older folks, who ended our school life many years before present educational methods came into repute, would be reduced to the humiliating necessity of declaring that our own school days were barren of profit. Proclamation of the absolute ineffectiveness of former methods in education is a sort of boomerang, which turns in its course and comes back to belabor every grown-up reformer, with the assertion of his own mental outfit and enfeebled mental condition.

#### SOCIAL ENVIRONMENT OF THE CHILD.

When we consider Professor Dewey's second point of emphasis, the social environment of the child, we see how far he is in advance of most of his contemporaries in educational literature, and how far our educational discussion has advanced during the last few years. He does not overlook or undervalue the importance of the natural environment. He sees the importance of the study of nature for herself and in herself, but he rightly recognizes the social environment, the world of human activity, as the most significant source of help in the education of the child.

Here again I ask leave to carry his expressed thought one stage further. I feel that he would certainly not overlook the absolute need of a distinct recognition of social ideals in any plan or course of education that undertakes to bring the individual and society into truly harmonious relations. He says that the school, in its presentation of social conditions, should be simply the natural outgrowth of the home. This could not be better put, if only the homes of our public school children were ideal homes.

But what is the fact?

I assume that we are speaking of homes and schools in cities and large towns. The great mass of our school population is actually found surrounded by distinctly urban conditions; statistics show that the tendency of population is more and more toward centralizing in cities. The schools of the future are, without doubt, to be made up more and more of children born and reared in cities. How can the actual average city home, the home of the average public school child, be counted worthy of being model and pattern for the school itself? Heaven forbid! The average city home is, on the contrary, a bit of social environment, whose lessons and influences too often need prompt neutralizing and replacing by influences of a higher and finer sort, that have to be consciously, intentionally selected, directed and emphasized by the teacher. The very existence of laws for compulsory school attendance is so much emphasis on the recognized inefficiency of the average home as a preparation for reputable citizenship.

\* Now whatever may be said of pedagogical ideals and apparatus, there is one factor in education that has remained essentially unchanged from age to age. This factor is the personal—the native, indefinable something to the teacher that wins and inspires the pupil. Of such paramount importance is this quality that nobody thinks of disputing the dictum of Jules Simon—"The master is the school." Mr. Emerson has said substantially the same thing—"It matters little what you learn, the question is with whom you learn." Dean Stanley insisted that the dullest, most vicious boy at Rugby could not come in contact with Dr. Arnold without receiving a moral and intellectual impulse.

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—Leverett Wilson Spring, D. D., on "Mark Hopkins, Teacher."

Speaking broadly, there is, at the present time, greater need of the school influencing the home through ideals of proper living, through bringing the child in contact with distinctly high ideals of social life, than of the home influencing the school. In other words, the school should mean not simply the average home, broadened out, or raised to the *n*th power, but rather the home elevated and inspired by ideals distinctly higher than those of the average city household.

Again Professor Dewey seems to overstate—in one direction—the matter of surrounding the child with the real active conditions of society, as the most helpful influence under which to grow. The author goes so far as to say that the school is life, and that it ought not to be regarded as a preparation for life. I think the extreme ground taken here shows a healthy, human reaction from the lifeless formality of the old-fashioned schools. But the school of long ago had its element of rightness after all. School life is indeed real life; but it is, at the same time, in another sense, only a preparation for later, and a much broader life. Any one day's adult life is real in one sense, and in another sense a preparing for the next day.

" . . . All experience is an arch wherethro'  
Gleams that untravelled world whose margin fades  
Forever and forever while I move."

To regard the school as real social living, to introduce real life into the school, there must be brought in the selfishness, which animates this real life, and the competitive rivalry, which makes such a demand for preparatory drills and training in all the important activities. I cannot help feeling that the attempt to introduce real life into the school, to construct the school on the basis of real life, would quickly destroy its main function as a social institution. The *real* life of the streets of Chicago, New York, or Boston, or of any town, could not, profitably, be brought into the school, for that very life needs the school and the church at one end of the social scale, and the police court at the other end, to protect it from itself. If Professor Dewey means that the school should, in its discipline, and its occupations, typify the finer social ideals, and seek to surround the child with those influences that especially appeal to his higher nature, then I agree with him. I feel that in our educational discussions we have only just entered upon the considerations of the social bearing of education, and while Professor Dewey's remarks touching the school and its relations to the home, and to social life in general, are very suggestive, I feel that they will bear further exposition.

#### NEW BASIS OF CONCENTRATION.

It is a great encouragement to find Professor Dewey putting into such vigorous affirmations the doctrine that the point of educational concentration in elementary schools should be upon the social or constructive activities of the child himself. I heartily hope this utterance of his is setting people to thinking along this line. Recent discussions of correlation and concentration have been too largely confined to the comparative values of the so-called "form studies" and the "content studies." By presenting the creative activities of the child in their social aspects as the true point of concentration Professor Dewey has carried the whole discussion of concentration, and of educational value as

well, up to a much higher and more inclusive plane than it has hitherto occupied. From this higher standpoint both the form studies and the content studies become of especial importance, and each class takes a new value, as both classes are seen to be closely interrelated as necessary means for the proper development of the individual toward social ends. Let me quote a characteristic passage or two:

"I believe accordingly that the primary basis of education is in the child's powers at work along the same general constructive lines as those which have brought civilization into being."

"I believe that the only way to make the child conscious of his social heritage is to enable him to perform those fundamental types of activity which make civilization what it is."

"I believe therefore in the so-called expressive or constructive activities as the center of correlation."

But Professor Dewey's enumeration of the lines of educational work involving the exercise of these typical constructive activities can hardly express his full thought. Curiously enough, though he seems to have in mind the constructive activities, which are the basis and framework of a progressive civilization, he mentions only "cooking, sewing, manual training, etc., as studies involving the typical activities of the race. I want to round out his own words and include those products of the creative activities, which actually measure the quality, the value, of human civilization—human art. Cooking, sewing, and building construction must, naturally, be understood as having chiefly to do with merely physical needs and desires, and as contributing to the upbuilding of a civilization of an essentially material sort. But this is not all of civilization. It is only the sub-structure of a true civilization. The civilization which Professor Dewey must have meant is not manifested solely in effective means of securing food, shelter, and clothing, for the comfort and culture of men's bodies. Besides all this, it shows itself in the creations of literature, music, painting, sculpture, architecture. These, the various phases of art, are the real measure of man's distance from his savage progenitors. And these, as they exist to-day, conspire with the art instincts of each new-born man, to urge him on to new art activities in his own person.

#### ART ACTIVITIES IN EDUCATION.

It seems to me that the ground explicitly taken by Professor Dewey logically necessitates his advancing this one step farther and recognizing:

1. The importance of *Art* as the embodiment of much the better part of the experience of the race, and forming an essential part of the child's social environment, with which the school ought to bring him into close touch.

2. The importance of the aesthetic nature of the individual, its responsiveness to the art creations of the race, and the importance of giving him opportunity for creative self-expression in forms of art of the very highest social significance and value.

Art, as a part of the child's social environment, is pre-eminently important, because it is that part of the environment in which nature and human nature are united. The gradual growth of art has involved not only distinct mental imaging of outward facts, but also continual idealization of these outward facts. By the idealization of a fact I mean that combination of insight and creative imagination, which grasps not merely the existing and actual, but also the possible, and then, imagining the possible, proceeds to create a new embodiment for it. In this sense, the transformation of a parched Western valley into fertile farm lands, by means of irrigation, is a piece of idealization on the part of the civil engineer and his workmen. The transformation of a

quantity of quarried stone, timber, etc., into a great Congressional library is a piece of idealization on the part of the architect and his artisans. The transformation of a bit of stretched canvas and a handful of powdered minerals of different colors into a Sistine Madonna is a piece of idealization on the part of the great painter.

It is emphatically true, as Professor Dewey says, that "the image is the great instrument of instruction. What a child gets out of any subject presented to him is simply the images which he himself forms with regard to it." In the light of this thought, it must seem all the more desirable that the child shall gradually learn to *image ideals*, as well as literal facts; that he shall learn to use his own simple, primitive images of things as they are, for material wherewith to build up, in imagination, things as they need to be and may be. And this is idealization—the completest revelation of himself which the individual can possibly make.

The art activities, as practicable for children,—modeling, drawing, painting, "making,"—are the simpler forms of the activities practiced by the world's art workers; these are the ABC of all the world's art. It is when these creative and constructive art activities are included in the point of educational concentration in elementary schools that we shall be using with the truest economy all the forces and opportunities of the school combined with all the best activities of the individual.

The constructive social activities must, therefore, have a distinctly ideal element in them, in order to exercise and utilize the best part of the child, and make his powers and capacities most promising for the social good.

What Professor Dewey says of the active element in child-nature taking precedence of the passive muscular activity, preceding the sensory, is very important and suggestive. His energetic protest against vague emotion and sentimentalism, and against the dangerous separation of feeling from action to some definite purpose, is a protest that is greatly needed at the present time. I wish that he had gone somewhat further in this direction, and made some definite statements about the basis of conscious mental training, and the necessity for it.

Medical authorities tell us that, physiologically speaking, nerve fibers are the only things that can be actually trained. We are told that muscle in itself cannot, properly speaking, be trained. All that muscle can do is to contract and relax in obedience to nervous impulse. The human body is so constituted that the simpler fundamental, muscular movements, breathing, winking, etc., are performed automatically, as they are in animals. As the afferent nerves bring their sense-messages to the nerve centers, the efferent nerves respond with commands to muscular reaction, producing "motor discharge" of energy. Experiments with frogs and other animals have many times demonstrated the exquisite automatic balance between action and reaction in the nervous system of creatures of simple organization. Authorities in anatomy and physiology tell us that as the nervous system becomes more complicated, first by the multiplication of nerve centers connected with each other, and then by the connection of all these with a sort of central power-house of nervous

energy in the brain, the creature becomes more and more capable of controlling the reaction of his own nerves. An impulse to motor discharge may be checked, or entirely altered in character and application, as a result of the consensus of impulse from the many connected nerve centers, and especially as a result of calling in the decisive power of the will to settle the balance. One person responds instantly with the appropriate, instinctive nervous reaction, to each new sensation. His mind is certainly active, but its activity is of a confused, helter-skelter sort. His thinking is desultory, for each change of sight, or sound, changes the direction of his reaction on his environment.

Another person has gradually learned to make a distinction between one sort of reaction and another, assuming more and more positive control over the whole nervous organism. He learns to say to himself, "Pay no attention to this message just received, give attention to that one. Do not react (with a turn of the head) to that impression of sound (testifying that some one has entered the room), but listen to the person who is talking to you, or image clearly and consecutively the ideas for which the words stand in the book you are reading."

This person's mind, we say, is self-controlled, disciplined. This person's mind is not a mere machine, set going by the heat generated in the contact of environment with physical organism and working automatically. It is something that he controls and uses.

Now, if it is this self-controlled, disciplined sort of mind which we wish to develop in children, it would appear that mental discipline and training should be essential elements in education. The suggestive analogy between the growth of the individual, and the progress of human civilization sometimes gets twisted out of gear right here. We find ourselves assuming that the civilization of the race simply "grewed," like Topsy, and without human effort, and that in order that the individual may participate in the experience of the race, all he has to do is to keep the gates of his senses wide open and wait for mental perfection to come in. But, as a matter of fact, neither the civilization of the race, nor the rounded development of the individual can be depended upon to come by that royal road.

Civilization has been largely the fruit of deliberate effort, and positive overcoming of the poorer by the better, the lesser by the greater. Civilization means not go-as-you-please individualism, but conscious, purposive individualism, moving to the highest social good under law and order. I am convinced, simply on the ground of race development, that the education of the individual ought to have a strong element of the overcoming, the mastering spirit about it. The will ought to be invoked for getting more and more perfect control of the nerves, training these into prompt obedience to the commands that come from the central office of the brain. Then all the activity of which the individual is capable, or of which he becomes capable, can be brought into positive harmony with the man's ideals, directed in accordance with the mind's judgment, and made outwardly effective in the highest degree for the general social welfare.

And this brings us directly to the recognition of the fact that the child is something far and away from being the mere sum of his physical attributes. We have to recognize that he possesses a spiritual nature, that transcends his physical powers or environment—that he has a divinely implanted soul.

As I have before taken occasion to observe, the quickening of this indwelling spirit in a child is the vital point in his education, and its development needs the help of all the highest spiritual influences at our disposal. Spirit is acted upon more by the influence of what is itself spiritual than through the incentive of what is itself material. We need the help of the finest attainable personality in the teacher; we need the help of the finest ideals crystallized for us through the ages into works of art, and forming a spiritual world within or upon the material world. The influences of these, wisely brought to bear on the creative aesthetic activities of the growing child will certainly make the school what Professor Dewey believes it should be, the most important of all social institutions.

It may be that the thoughts which I have here advanced are all included in Professor Dewey's own statement. If this be so, and if this friendly commentary proves to be a work of supererogation, I shall take pleasure in having at least been the means of re-emphasizing the sound character and practical significance of his original article. The more his Pedagogical Creed is studied in all its implications, it will be seen that it stands not for educational revolution, or anarchy, but for positive, sensible, educational evolution and construction in conformity to the highest social ideals; and in this sense it might well be taken not as a personal creed, but as the creed of the New Education.



### A Hero.

By A. L., in "Little Folks."

He was perfectly certain, he always said,  
(And story books must be true!)  
That somewhere over the meadows led  
To the den of a robber crew.

So adown the lane, with his sword and shield,  
One beautiful summer day,  
And over the fence to the buttercup field.  
He merrily took his way.

And he laughed ho! ho! as he went along,  
And put on his fiercest looks,  
And he made up a kind of a battle-song,  
As they do in the story books.

But the dragon that lived in the buttercup field,  
And guarded the robbers' den,  
Came up and sniffed at his sword and shield,  
And opened his mouth—and then,

So somebody tells me, this brave little man  
(Oh, sad to relate, but true!)  
Dropped helmet and all, turned tail and ran,  
At the sound of that terrible "Moo!"

Still, robbers there must be left to fight,  
And dragons there are, no doubt;  
And it's glorious fun, if the weather is bright,  
And—there aren't any cows about!

## Nature Study.

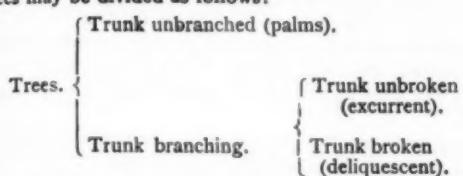
In the present number, this department is devoted mainly to the study of trees, in preparation for the approaching of Arbor Day. Special exercises for that day will be found on another page.

### The Trees in Winter.

By Frank Owen Payne.

In the winter, while the trees are still bare, is the best time for study of modes of branching. When leaves are out, so much of the real framework of the trees is obscured that it is often very difficult to see just how a tree branches.

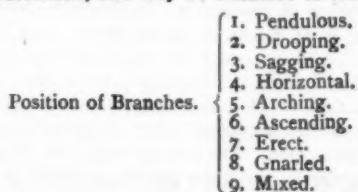
It is advisable to begin a systematic study of trees in February and March, before the buds start. Follow these lessons with some on buds; then leaves, etc., thus covering the entire life history of a tree in the course of a year's nature lessons. Trees may be divided as follows:



The unbranching trunk (caudex) is found in palms and plants of similar growth. In this form of tree no branches are to be seen. The leaves are given off laterally from the erect stem. As these leaves drop off, their leaf scars may be seen upon the stem, making it rough and somewhat like a bark. This is not, however, a true bark. Nor is the interior of the palm stem true wood. Procure a large banana stem after the bananas have been plucked. Take it to school and cut cross sections for the pupils to examine. It is similar in appearance to the palm stems, and gives a good idea of the structure of the endogenous (inside-growing) stem.

2. Branching trunks are of two kinds: (a) The excurrent, or unbroken trunk, in which one may trace the trunk upward to the very topmost point of the tree, becoming smaller and smaller, but still easily distinguished as the continuation of the trunk. To this class belongs most of the evergreen trees—hemlock, spruce, pine, fir, etc. But the excurrent trunk is not confined to cone-bearing trees. There are other trees whose trunks can be traced quite to the top. The black oaks are such. The writer knows a grove of these trees, in which the trunks are as straight as arrows, black, smooth, and very tall.

This property of some trees makes them exceedingly valuable. The use of such trunks for masts of ships, liberty poles, telegraph poles, etc., depends upon this characteristic. (b) The deliquescent, or much broken trunk, is the kind in which the trunk gives off so many branches as to be lost entirely. The majority of trees belong to this class. The maple, elm, basswood, whitewood, locust, etc., are of this kind. You cannot point to any branch and say: "That is the termination of the trunk." The trunk is lost in its branches. It has *melted away*, so to speak; hence, the propriety of the name *deliquescent* as applied to such trunks. There is a form intermediate between (a) and (b). It is very much branching, like the deliquescent trunk, but still there are one or two portions of the original trunk which may be traced upward to the very top. To this class belongs the white oak, the persimmon, and white birch. But the observation of trees in winter need not stop with the trunks of trees. The mode of branching is equally characteristic, and may be classified as follows:



1. The pendulous branches are such as may be seen on the weeping willows, hanging vertically, and swaying to and fro, like a pendulum.

2. In the drooping habit we find the branches just a little stronger than in the preceding form, yet still so weak as to droop. Elm sprays are of this kind.

3. The sagging branches may be seen on the lower parts of most evergreens. They sag from the trunk, owing to the weight of branches far from the trunk. Black oak and spruce show this sagging tendency in a marked degree.

4. Horizontal branches are usually to be seen on strong, storm-defying trees, such as the white oak. Such trees look, as a child once expressed it, as if "they were shaking their fists at the wind."

5. Arching branches, as their name implies, form an arch, starting upward from the main trunk and then bending over. I have noticed that such arches are usually in parabolic curve; but sometimes they show the curve of an almost true circle. The white wood (*Liriodendron*), or tulip tree, frequently exhibits this habit of branching.

6. Ascending branches seem to be trying to point upward. They may be described as *arching upward*. Of such are the maples, and the beeches and lindens. This tendency gives to trees a brush-shaped appearance.

7. The juniper and the Normandy poplar are types of the erect mode of branching. This gives a spire-shaped or conical outline to these trees. They seem to regret having been separated into branches, and so hug closely together. They are the very opposite of the pendulous branches; hence, both juniper and weeping willow are seen in grave-yards; the latter as an emblem of woe, the former pointing upward, an emblem of hope and aspiration.

8. The term *gnarled* may be given to an irregular mode of branching not easily belonging to any of the seven foregoing kinds. Apple, pear, cherry, persimmon, and locust, are trees of this description. White oaks and pear trees are often very much gnarled.

9. Some trees show only one mode of branching, as the preceding eight classes might imply, but often two or more of these styles may be observed on the same tree. Trees which show two or more of such varieties in branching may be classified as *mixed*. Thus, a fir tree growing by my study window has its upper branches ascending, its middle ones horizontal, and the lower ones sagging. The same is true of a black oak near our school. Its topmost branches are erect, its lower ones are drooping, while between these may be noticed every intermediate form.

In observation of trees, care should be taken to notice whether the forms of the trees studied are natural or artificial. Trimming, pruning, budding, grafting, etc., have so much to do with the shape of trees that, in studying them, these facts must be taken into account.

Place of growth should also be noted, since this has much to do with form and manner of a tree's growth. Take a tree growing in a thick wood, where little light can reach it, except from above. It will spindle. Its branches will tend to be erect in their struggle for light. Take a tree growing at the edge of a wood. It will be lop-sided. The branches on the open side will be free to expand, while the opposite side will be cramped almost to deformity. First lessons on trees should be upon isolated specimens, growing in open places where there has been a chance for symmetrical development.

The chart shows a few types of tree growth. The palm has simply a tuft of huge leaves at the summit of its caudex (trunk). This tree is inserted here principally for comparison, but as this publication circulates in the South, where the palmetto abounds, it is not out of place here. The spruce on this chart and the fir tree on the Christmas supplement are types of an excurrent trunk giving off sagging branches.

The Normandy poplar is deliquescent, but has erect branches. And so with the others; the black and the white oak, the ash, the elm, and the birch stand for types of which we have been learning.

In presenting these themes, select a convenient tree and study it. Do not give any of the foregoing information until needed. When the pupils come to an excurrent trunk, teach that. When they come to arching, drooping, etc., branches teach them.

Sketch every tree studied. This is not easy, but quite astounding results often may be obtained. Follow lessons on trunk and branches by bark, twigs, wood, etc., until the gross structure is known to the pupils. Leave the minute structure to botany and biology.

Procure Apgar's and Newhall's books on trees, and make special study of industries of the woods, such as lumbering, maple sugar making, tar and turpentine manufacture, caout-

chouc, tanbark, Peruvian bark, etc. Evolve language lessons and composition lessons, and prepare an Arbor day program, with special reference to the work on trees which the class has been doing.

Every tree studied should have as much related to it as possible. The poets have written much about trees. Almost every tree has had something fine said of it. These gems should be used in connection with the lessons, as they may be given.

EDITORIAL SUGGESTION.

1. Hang the chart before the class during the day but say nothing of it. Take it down before asking :

What does the chart show? (Trees.)

Summer or winter trees? (Winter trees.)

What in a tree's structure can we observe better in the winter than in the summer? (The branches.)

Do all trees branch alike? (Some branch low, some high. Some branch upward, some downward. Some branch regularly, some irregularly.)

On your way home look closely at some one tree with a view to keeping with you a memory of how it branches. Sketch that tree and write the name underneath.

2. The next day have the best sketches transferred to the blackboard by their artists, identified (as beech or elm, etc.) by the class and criticised.

Call for a sketch of a poplar by entire class and have pupils criticise one another's efforts. Add the best to the blackboard array.

Call for other types.

Direct pupils to observe and sketch out of school several new types for discussion next day.

3. While this is going on collect all the tree pictures you can in which the characteristic branching is discernible. Have the pupils bring all they can.

On the third day have these studied by the class; the naked tree sketched from one partly dressed in foliage; types selected and named, etc.

4. With pictures and pupils' sketches (on blackboard and paper) before the class, elicit all you can of the information given in the foregoing article.

5. Add chart and read informational part of article.

Conduct an exercise in summarizing and condensing what has been learned in these five days of tree study.

6. Have summary and chart copied into botanical note-book.

7. Have poems on trees and Arbor day literature read in class.

Discuss the value of trees and the wrong of forest destruction.

8. Consult with pupils as to an Arbor day program.

In all observation lessons begin with induction (the pupils gathering their own facts and, if old enough, generalizing from them) and close with some form of application.

The Boy and the Bird.

A beautiful bird once lived in a tree,  
Just as happy as a bird could be;  
But a little boy climbed up one day  
And carried the bird and nest away.

Said he, "No more you now need roam,  
But in peace and comfort you'll live at home;  
I'll get you a cage, all made of gold,  
And you'll be protected from the cold.

Then when it rains you need not get  
Your beautiful yellow feathers wet;  
And when the wind blows, you need not care,  
For the storms will never reach you there.

You need not fly in haste away,  
When the dreary winter comes to stay;  
It will always be like summer to you,  
And your pleasures will not be few."

The little bird listened to all the boy said,  
But wearily, wearily hung its head.  
"No, no, dear boy, I want nothing of thee;  
All I ask is, that I may be free.

Not for a hundred cages of gold,  
Would I, willingly, have my freedom sold.  
I want not thy riches, nor aught of thine;  
I only want what is justly mine.

The right to fly wherever I will,  
For nothing that longing could ever still;  
The right to live in my own dear nest,  
For that is the home I love the best;

The right to hover beneath the skies,  
As willed by the loving God-Allwise,  
For he planned a better home for me,  
Than the grandest mansion of man could be."

"How strange!" said the boy, with keen regret,  
"That you'll not be happy to be my pet;  
But your prayer for freedom is willingly heard,  
So, now fly away, my dear little bird."

Study of Trees and Buds.

By Charles B. Scott.

Because of the rapid development of plant and animal life during the later spring months, it is wise to begin as early as possible with the study of the transitions from winter to spring. Such topics as the development of buds can be studied as well in March as in April, and more time can then be given in April to germination, and in May and June, to leaves and flowers, or to bud study.

The special thought in bud study is protection, and the special aim to help the children to see and understand exactly how the buds have been protected through the winter, and how the leaves and flowers push out from their protecting coats and go to work, and to impress on the children through what they see, the lessons of protection and care and fore-thought and plan, shown in nature.

Need it be added that the only way for children to study buds is to watch them unfold, not to tear them to pieces? If the branches are kept in the school-room (and at home), and their gradual development from day to day carefully watched by the children, they will get much more from their work. The buds will then be full of life, rather than mere forms or structures.

Any buds will develop indoors if the branches are kept in water and the water changed every day or two. The development will be hastened by keeping in warm water and in a warm place, and by frequently trimming the lower ends of the branches under water with a sharp knife.

One of the best buds for early study is the horse-chestnut, or its relative, the buckeye. The horse-chestnut bud is large, so that all its parts can be readily seen, is simple in plan, and is



an exquisite illustration of protection. It develops, however, very slowly, taking three weeks or more, unless kept in hot water. The general plan or order of study outlined for the horse-chestnut bud will apply to almost any other bud.

On the principle that we should begin with the whole, the unit, the whole of which the bud is a part, it is well to begin with the horse-chestnut tree. The younger children should at least learn to recognize it; the older pupils can study it carefully. Then, from the first, the buds will be thought of or conceived by the children, not as isolated or in the school-room, but as related to their natural environment. The tree will then

be a means of relating buds, leaves, flowers, and fruit.

Many features about trees can be better studied at this season than later. Note the comparatively short trunk of the horse-chestnut tree, and the rather broadly conical part above, with branches usually spreading out abruptly and rather stiffly, not rising gradually and curving gracefully, as in the elm. Older pupils may draw the outline of the tree, comparing with elm and maple.

Note (with older pupils, at least) the peculiarities of the bark, the fine, irregular cracks on the trunk, becoming less numerous on the branches, the way in which the bark peels off and the variations in color on trunk and large branches. Note, also, the wide angle between its branches (Because of this, birds rarely build nests in the tree), the entire absence of any fine branches or spray, and the brittleness of the twigs. Compare with other trees, particularly the elm.

From the twigs in the school-room (the twigs growing from the trunk or from the lower part of the larger branches can be broken off without injuring in any way the tree) study the shape and color of the smaller branches and their markings.

The markings are of four kinds, the first two easily seen by all pupils, young and old, the last two not so common or so readily discovered. The first two are shown in accompanying illustration.

First.—Rings or bands about the branches lighter in shade than the general color of the branches, and showing irregular divisions. These rings are often close together on smaller twigs, and more widely separated on others.

Second.—Semicircular or somewhat triangular markings, always arranged in pairs on opposite sides of the branches, successive pairs perpendicular to one another, each marking or scar having from three to nine raised dots near its outer and lower border.

Third.—Somewhat circular markings on the ends of branches or in the fork between branches.

Fourth.—Little dots, usually light colored, scattered irregularly on the bark.

The best way of studying carefully, expressing exactly, and fixing in the mind these markings, is to have pupils make careful drawings of their branches with their markings.

Their cause and their meaning, or story, can be understood after watching the development of the buds. Interest the children in discovering for themselves their cause and meaning. Do not spoil it all by telling them.

With older pupils it may be wise to study the structure of the branches. Cut a twig into short pieces and note: the bark with three quite distinct layers, the outer, reddish brown and papery, the second, green and thin, the inner, light colored, tough and somewhat fibrous; the white, soft wood (Why do the branches break so easily?) and the distinct, spongy, often brownish pith in the center. Draw an enlarged cross-section and describe carefully. Compare with branches of other trees. Perhaps the pupils can discover through what part the sap flows.

Study the position of the buds, the larger buds on the end, or at one side of the end of the branches (terminal), the smaller buds on the sides (lateral), just above the semicircular or triangular scars described above, sometimes in pairs on opposite sides of the branch. Note the gummy, sticky covering of the buds.

Have pupils draw a branch with two or three buds showing position, shape, and markings.

All of this is preparatory. Many of the details cannot be studied by younger children. Whatever we study should be observed as carefully and expressed as exactly as our pupils can do it. But we must not utterly weary them by insisting on accuracy in detail, which is beyond their power.

During this time the buds have been developing in the school-room. The gummy covering is softening, the buds are swelling and changing their shape. Remember that each bud is, above all else, a story of protection. Continually ask "why" as well as "what."

When the scales begin to separate, study their arrangement, always in pairs, successive pairs always perpendicular, or at right angles to one another, their edges overlapping, the lowest and outermost pairs short, thick, and woody, each succeed-

ing pair longer and thinner and more membranous, the inner scales and the covered parts of all or nearly all the scales being thinner and usually somewhat green.

Now we are ready for the "whys." Always thinking of the protection of the delicate parts within (spread open one bud and let children glance at interior, if you think it necessary) what is the use of the gummy covering? (A waterproof.) Why are scales in pairs, with edges overlapping? Why are outer scales so much thicker and tougher? (An overcoat.) Why are inner scales and covered parts of all scales thinner? (Economy of material always shown in Mother Nature's work.) Our bud not merely has a waterproof, but several overcoats and several undercoats, all overlapping at edges (like our clothes), all glued (or buttoned) together, and sometimes fur trimmed at edges.

When developing out of doors, the inner greenish scales lengthen as the parts within push out, often becoming three or four times as long as in the undeveloped bud, and thus protect the delicate parts within for weeks after they begin to grow. Often these inner scales spread out during the day and close at night, or remain closed over the developing leaves and flowers during the cool weather.

Have the children tell, and if old enough, write about "How Mother Nature Protects the Horse-chestnut Buds."

As the scales separate further, and gradually drop off, note the scar each scale leaves. Together, these form a ring about the branch at the base of the bud. In this way were formed all the ring-shaped scars referred to above. As one end or terminal bud is formed each year, each ring marks a year's growth, and the age of any twig can be determined by counting the rings on it, beginning at the tip or outer branch. If the children are led to discover this, or study it out for themselves, they will be intensely interested. Do not spoil it by telling them.

At first the interior of the bud seems like a woolly ball. Gradually two parts like hands can be distinguished opposite one another, each with five or seven (occasionally three or nine) finger-like divisions, all wrapped in the finest, softest cotton or wool. Can you find a more exquisite illustration of care and protection?

Read your pupils parts of Lowell's "Sumthin' in the Pastoral Line," from "Biglow Papers," including what he says about these buds:

"Then gray hoss-ches'nuts leetle hands unfold,  
Softer'n a baby's be at three days old."

How slowly the hands separate, disclosing another pair of hands between them and enclosed by their edges! What a revelation to the child—or the teacher—who, for the first time, watches the fingers as they unfold, and discovers that each finger is a leaf, or rather a leaflet, folded lengthwise along the middle vein (midrib), with its delicate edges turned in toward the center of the bud, and its back or outer surface covered with hairs.

Gradually the fingers spread out, the part at the base lengthens, lifting them up, the leaflets unfold, and each pair of hands develops into a pair of leaves, each with five or seven divisions, or leaflets. (See illustration.) When told that palmately means like a hand, the child will see why such a leaf is said to be palmately compound.

Slowly two, three, four pairs of leaves unfold. In many buds in the very center is a small ball, composed of many grains, looking like a minute bunch of grapes. This is the rudimentary flower cluster (shown partly developed in the illustration).

If the leaves are watched until leaves and flowers are fully developed, the children may discover, by pulling off leaves that the paired semicircular scars show where the leaf stems separate from the branch, and that the dots in these scars show where the fibers extending from the fibers in the midrib of each leaflet through the leaf stem joined the woody fibers in the branch.

The scars at the ends of the branches are caused by the falling off of the flower clusters. The minute dots scattered irregularly over the bark of the twigs are openings (lenticels) through which gases pass—a kind of breathing pore for the tree.

Other buds excellent for study are the lilac, pussy willow, elder, beech, box elder, and currant. The first two develop rapidly, and may be observed while waiting for the horse-chestnut. With older pupils, the maple, poplar, and elm (all flower buds) can be studied. The buds of the house and garden plants are very interesting and instructive.

Teachers will find most helpful in all study of buds, seeds, and leaves' Newall's Outlines of Lessons in Botany, Part I. From Seed to Leaf. (Ginn & Co., Boston and Chicago.)

## The Bluebird.

By Ella Marie Powers.

Children are always interested in the study of birds. Do not attempt to teach the little ones about many, but rather, choose two or three familiar birds and teach these well and thoroughly. To a child, there is infinite pleasure in being *sure* that such a bird is a bluebird and another a robin; a third, a woodpecker. The bluebird is seen by almost every child from the East to the Rockies and from Bermuda to Manitoba.

Preparatory to the lesson or talks about this bird, secure a mounted specimen, or at least a large chart upon which is a picture of the bluebird.

The bluebird comes to us early in the spring; in fact, he is the color-bearer of the spring songsters. Teach the children to distinguish his note and recognize him from among other birds.

He flies long distances. Let the pupils examine his wings and tail, to see how each aids him in his long flights.

## WHY DOES THE BLUEBIRD COME BACK SO EARLY?

The bluebirds are the first birds to mate. It takes some time to choose a place for the nest, and to build it. By the middle of April the bluebird and his mate have selected some hole in the hollow limb of a tree, or in an old post or fence-rail, or they have found a decayed knot-hole in a tree. Occasionally some kind farmer will provide them with a little box near his garden; this is ready fitted, and the rent is free.

Sometimes, if the bluebirds are very impatient, they will take the abandoned hole of a woodpecker. Teach the children to watch the birds closely and see them at work. Many children, who find them building, will throw out soft things for a lining for the nests. The birds are all glad of soft cotton, pieces of wool, and worsteds, for so early in the season it is difficult to find soft material. By-and-by we shall all see five or six eggs in the nest. Exhibit to the pupils the pretty light-blue egg of the bluebird, and, if possible, have a nest for study.

## HOW DOES THE BLUEBIRD SING?

The bluebird is sometimes called the minstrel of April. In the spring choir, we love to hear the bluebird's liquid note. It is a pleasing, mellow note, a sweet and plaintive warble, usually uttered with his wings open and fluttering. Burroughs says the bluebird continually calls, "Purity! purity!" others say his song sounds like "Dear! dear! Think of it! Think of it!" In the fall his song changes to a single sad and plaintive note, as if he were sorry to see the bright leaves falling, and sorry to leave his native fields. Let the pupils listen for the bluebird's note, and then ask them to imitate it in tone, and accent, by singing or whistling.

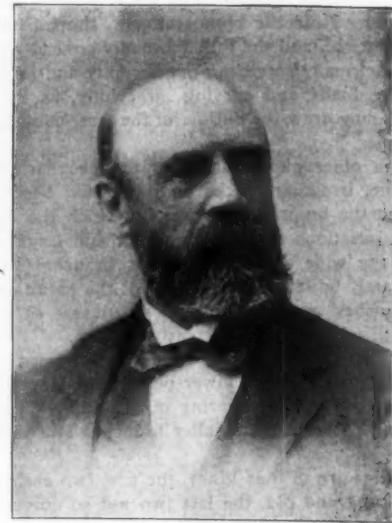
## HOW DOES THE BLUEBIRD LOOK?

Teach the children to observe every bird so closely that they can distinguish its size and the color of its plumage. We shall note at first that the bluebird is a little smaller than the robin, for it is but six or seven inches long, while the robin is nine inches in length. Its full, broad, wings are blue, with dark edges, its breast is chestnut brown, with white feathers on the under side of the body. Its legs, feet, and bill, are black.

If colored papers are at hand, let the children select the azure-blue. They may draw the outline of the bluebird upon this, cut it out, and several of these may be pinned upon a cream-colored paper panel. The feet, legs, and bill may be colored black with a lead-pencil, and a little white chalk may be used for the under parts. This is a delight to the children, and will impress upon them the general color of the bluebird.

## HOW DOES THE BLUEBIRD SPEND HIS DAYS?

If we watch closely we shall see our bluebird often perched upon a post, twig, or rail, waiting for some insect to come in sight, then he darts for it, flapping his wings in glee. Or he will see some spider climbing up her thread-like stairway, and away he flies again, to make a meal of the spider. Every day the bluebird destroys multitudes of insects, many of them injurious.



JOHN S. CLARK, Boston, Mass., Director of Prang Normal Art Classes.

(See article on page 449.)

These birds are very gentle with each other, and seldom quarrel with other birds. They are among the latest birds to leave in the autumn.

## BUSY WORK.

Copying Exercises. { The bluebird comes early in spring.  
It is not so large as the robin.  
It sings to us a sweet song.  
It has a nest in an old tree.

Drawing and Cutting. { The little ones should draw the nests containing five, six or seven eggs.  
Match paper to the eggs, cut little light blue eggs.

## COMPOSITION.

The older pupils will write a complete story of the facts, and short notes from personal observations. Assign one pupil to write of the different parts of a feather, its hollow quill, tapering shape, firm shaft and barbs. Teach them to observe and reason about the long feathers for the tail and wings, and the short ones for the body.

Other pupils may write about the legs and toes, the use of the over-lapping scales, the arrangement of the toes in front and behind, their length, and the claws.

Another can observe and write about the bill, nostrils, and ears of birds.

## MEMORY GEM.

"O, Bluebird, up in the maple tree,  
Shaking your throat with such bursts of glee,  
How did you happen to be so blue?  
Did you steal a bit of the sky for your crest,  
And fasten blue violets into your breast?  
Tell me, I pray you, tell me true!"

—Swett.

## READINGS AND BOOKS OF REFERENCE.

Wake Robin	- - - - -	Burroughs (Chapter on the "Bluebird.")
Birdcraft	- - - - -	Mabel Osgood Wright
Birds Through an Opera-glass	- - - - -	Florence Merriam
A Year with the Birds	- - - - -	Flagg
Sharp Eyes	- - - - -	Gibson.
Little Brothers of the Air	- - - - -	Olive Miller.

## Lessons on the Robin.

By Margaret Thompson.

"The little birds fly over,  
And oh! how sweetly sing,  
To tell the happy children  
That once again 'tis spring."

Already robin-redbreast, the herald of the sweet-voiced tribe, trills his glad lay, beseeching us in tender tones, to interpret his message to the little folks aright; to make spring-tide more to them than the mere change from the cold of winter, to the balmy days of spring; to strive to open their eyes to see the beautiful in nature; to give them power to enjoy the marvelous beauty in all of God's creations.

Mr. Robin himself (Picture I.) supplies material for carrying out his instructions, and whether he be a real live Mr. Robin, or a "stuffed" Mr. Robin, or only a crudely colored bird drawn upon the blackboard, it is still our privilege to lead the little ones to observe and love this favorite of all the singers of northern climes. (Description.) Observe him carefully as he opens his yellow bill, and bursts forth into song.

Good looks, that help so many beings in this world, are greatly in his favor. His lovely russet coloring, his brilliant vest above which glistens his white throat with its streaks of black, combine to make him one of the brightest ornaments of our early spring.

Now he darts off to snatch up a wriggling worm. As he flies away we notice the white on his outside tail feathers.

(All these features can be observed even from a drawing if it is colored.)

The red vest is the most striking portion of Robin's attire. Tell the children the beautiful story of how the robin's breast became that color.



HOW THE ROBIN'S BREAST BECAME RED.

"Twas when the blessed Saviour bore  
The cross as on to Calvary led,  
And from His crown of thorns the gore  
In many a ruby drop was shed,  
A little bird that saw the scorn  
With which the Sufferer was profaned,  
Flew near His brow and plucked a thorn;  
But, bearing it in haste it stained  
His feathered bosom red.—  
Who now does not the Robin love,  
For that good deed to Christ above.

—T. W. Kelly.

Another robin joins our friend. (Picture II.) It is his little wife. While he displays his vest of red, she displays one of modest brown, as befits a busy little housewife. Whence have the robins come, and what is their business?

Anxiously they fit from tree to tree, pausing to examine here a shaded nook, there a cozy corner hidden away among the branches. Having selected a pleasing location, they begin to build their little home of sticks, grass, and mud, molding and shaping it with their breasts and beaks. (Picture III.) When the nest is completed, the happy little pair set up house-keeping.

## A READING LESSON.

"O, Robin, Robin Redbreast! O, Robin, Robin dear!  
O, Robin sings so sweetly in the falling of the year!"

So says the old song, but Robin sings just as sweetly all the summer long.

The robin is better known than most birds. It comes earliest in the spring, and goes away late in the fall.

It builds its nest near houses, and every day flies about the garden and yard, picking up such crumbs as may be thrown to it.

It is the special favorite of children. Its color is dark olive gray above, with a red breast. Its head and throat are streaked with black and white. It has a pleasant, homelike song, and its notes vary with the weather, being much more joyous on bright, warm days.—From "Friends in Feathers and Fur,"—James Johonnot.

## STORIES FOR REPRODUCTION.

Robins build their nest in all sorts of odd places. I read of one pair who built their home on the main frame of an engine of the New York Central Railroad. In all the trips the engine made the birdies were carried along as free passengers.

Once a wagon was loaded for a journey, and left standing for a few days in the yard. Two robins built their nest under its canvas covering.

The wagon went two hundred miles and back, and the robins, refusing to desert their home, went too.

Some morning from the tree-top comes a perfect ecstasy of song. It is Mr. Robin, singing. Could you peep into the brown nest, hidden away from sight, you would see the cause of this rejoicing. (Picture IV.) Four bluish green eggs lie nestled together in the moss-lined home. (Draw and color eggs.)

Would you rob the birdies of these? No! no! no! Spare the little songsters this heartache, and perhaps they'll let you into a secret by and by; for each blue egg hides a secret that will never come out, if you lay hands on it and bear it away.

## WRITING LESSON.

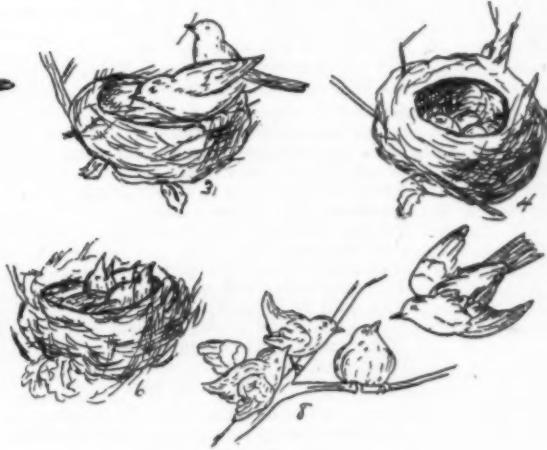
"The earth was brown and the skies were gray.

"This bush will do for our nest," said they.

When the earth was green in her April gown,

There were four blue eggs in the nest of brown."

For twelve days little Mrs. Robin sits upon the eggs, her



warm body protecting them from the cool breezes that blow through the tree-top. (Picture V.) Then, at last, the secret is out. In every blue cradle lay a tiny baby bird. As it grew too big for its small house, it used its little beak to break open the top, and then hopped out. (Picture VI.)

Now Mr. and Mrs. Robin will be kept very busy indeed with four little robins for which to find worms, four little mouths always open, crying "more! more!" I've heard a baby robin eats sixty-eight worms each day. Every five minutes, all day long, the old birds come with their bills full of worms to feed the little brood.

The young birds are not very pretty. They are covered with a grey fuzz, and have very large mouths. On the sides of their heads are two bulging lumps. When the babies are three days old, these open as eyes.

I told you robins sometimes build their nests in queer places. What do you think of this for a home? (Picture VII.) (The telling or writing of a story about this picture will review the preceding lessons.)

The birdies soon grow large enough to fill the nest. As they grow larger they grow prettier. When about ten days of age they are quite well feathered, and are so big they crowd the mother bird out of the nest.

"Now," thinks she, "it is time to teach those children to fly." That day not a morsel of food do the parents bring to the little brood. Instead, they find the choicest, fattest worms and, flying with them to a branch within sight of the young ones, devour them, nodding to the fledglings the while, as if to say, "Get up! Fly away and find these delicious worms for yourselves." And the little birdies, seeing themselves in a fair way to be starved, do as they are bidden. One after another rises, gives himself a shake, hops out of the nest, and clings to the branch, a quivering little ball of feathers.

From a limb near by father and mother chirp encouragement.



"Don't be afraid, darlings."  
"Look straight up into the sky,  
Fearless spread your wings and fly."

Suiting the action to the word, father and mother soar away. The youngsters, making a desperate effort, stretch their tiny wings and follow, and the cozy nest in the tree-top knows them no more.

The series of lessons on the robin could scarcely be complete unless the children were made acquainted with the Indian legend, so beautifully told by Mr. Whittier.

#### HOW THE ROBIN CAME.

Happy young friends, sit by me,  
Under May's blown apple tree;  
Hear a story, strange and old,  
By the wild, red Indians told,  
How the robin came to be:  
Once a great chief left his son,—  
Well beloved, his only one;  
When the boy was well nigh grown,  
In the trial lodge alone,  
Left for tortures, long and slow,  
Youths like him must undergo,  
Who their pride of manhood test,  
Lacking water, food and rest.

Seven days the fast he kept,  
Seven days he never slept.  
Then the poor boy, wrung with pain,  
Weak from nature's overstrain,  
Faltering moaned a low complaint:  
"Spare me, father, for I faint!"  
But the chieftain, haughty-eyed,  
Hid his pity in his pride.  
"You shall be a hunter good,  
Knowing never lack of food;  
You shall be a warrior great,  
Wise as fox, and strong as bear;  
Many scalps your belt shall wear,  
If with patient heart you wait  
One day more," the father said.  
When, next morn, the lodge he sought,  
And boiled samp and moose meat brought  
For the boy, he found him dead.  
As with grief his grave they made,  
And his bow beside him laid,  
Pipe, and knife, and wampum-braid.—  
On the lodge-top overhead,  
Preening smooth its breast of red,  
And the coat of brown it wore,  
Sat a bird, unknown before,

And as if with human tongue,  
"Mourn me not," it said or sung;  
'I, a bird, am still your son,  
Happier than if hunter fleet,  
Laying scalps in battle won.  
Or a brave before your feet.  
Friend of man, my song shall cheer  
Lodge and cornland; hovering near.  
To each wigwam, I shall bring  
Tidings of the coming spring;  
Every child my voice shall know  
In the moon of melting snow,  
When the maple's red bud swells,  
And the wind-flower lifts its bells.  
As their fond companion,  
Men shall henceforth own your son,  
And my song shall testify,  
That of human kin am I."

Thus the Indian legend saith,  
How, at first, the robin came,  
With a sweeter life from death,  
Bird for boy, and still the same.  
If my young friends doubt that this  
(s the robin's genesis,  
Not in vain is still the myth  
If a truth be found therewith;  
Unto gentleness belong  
Gifts unknown to pride and wrong;  
Happier far than hate is praise,  
He who sings than he who slays. —Whittier

## Geography.

### The Study of a State.

(For Fourth Reader Classes.)

During the school year there should be an exhaustive study of the state in which the pupil lives. The teacher should get a roll of manilla paper three feet wide. On this, with charcoal, or a camel's-hair brush, dipped in ink, let them draw (preferably, let the pupil do it) in outline a map of the state. Suppose this to be Ohio. Now let him plan out how to spend

#### A MONTH OF STUDY.

To show how this can be done interestingly, and profitably, let the teacher obtain "Geography by Objective Methods" and turn to page 10. Let him have all his pupils provided with note-books; they will set apart six pages or so for each of the subjects mentioned. A subject will be given out, and two days given to study it. Then each will be called on to state what he has found. Of course, a gazetteer is necessary to ascertain: 1, the size of the state; 2, the subjects to be studied; 3, the products: the wheat, corn, etc.; 4, the manufactures; 5, the commerce; 6, the history—early settlement, etc.; 7, the cities—naming them in their order; 8, the surface of the country; 9, the rivers and mountains; 10, the climate; 11, the vegetation; 12, the mineral products; 13, the canals and roads; 14, the asylums, prisons, etc.; 15, the government; 16, relation to the Union—members of Congress, etc.; 17, schools, colleges, etc.; 18, healthfulness—general diseases; 19, character of the people, educational requirements, etc.

### The State of Ohio.

#### Occupations.

Food-raisers,	Conductors,	Prisoners	Preachers,
Miners,	Engineers,	Captains,	Lawyers,
Manufacturers,	Agents,	Freight-handlers,	Physicians,
Merchants,	Sailors,	Teachers,	Pork-packers,

#### Law-makers.

Wheat,	Barley,	Flax,	Copper,
Corn,	Oats,	Petroleum,	Coal,
Potatoes,	Grapes,	Iron.	

#### Products.

Shoes,	Collars,	Knives,	Harness,
Clothes,	Cuffs,	Forks,	Furniture,
Hats,	Handkerchiefs,	Clocks,	Books,
Shirt-bosoms,	Table-clothes,	Dishes,	Slates,

#### Manufactured Things.

Barley,	Flax,	Copper,
Oats,	Petroleum,	Coal,
Grapes,	Iron.	

You use the term "food-raisers." Name some food-raisers that you know. What foods do they raise? You use the term "miner." Name some miners. What do they mine? You use the term "merchant." Who knows a merchant? What is his name? What does he sell? Where is there a manufactory, etc., etc., etc.

Let some pupil give expression to his knowledge thus: "I know ten food-raisers; their names are —, —, —, —, —, etc. Let another say, "I have in this box — products of this state; they are wheat, etc." Let another say, "I have twelve manufactured articles—a knife, a pencil, a string, a shirt, a pair of shoes, etc."

Again and again let the teacher turn to this table, until it is minutely examined and well comprehended.

Relation of life to the land; or, in other words, How is it that people live in the state of Ohio? In a similar way let each of the subjects to be taken up. The teacher will desire to connect a country with its people, for the earth is the home of mankind. The map is drawn and the question proposed, Why do so many people make homes in Ohio? That is, Why do they build houses and live in Ohio?

Many answers will be given. The teacher must not tell his pupils; they have the knowledge, not in the form he has arranged it in his mind, it is true, but, substantially, they know that people come to Ohio and build homes because (1) they can readily get a living; (2) because it is a pleasant country; (3) because there are social advantages.

Taking up the first point, the subject of soil, crops, climate, transportation, etc., are discussed.

Taking up the second, the subject of climate, as to heat and cold, water and forests, are discussed.

Taking up the third, the education, refinement, and general good character of the people, are discussed.

In such "talks" and discussions as this the main facts about Ohio may be brought up in a familiar way. Afterwards there must be "talks" by the pupils. The teacher talks, in order to get the pupils to hunt up facts and to talk. In other "talks" the subject of the rivers, the elevation, the slope indicated by the flow of the rivers, etc., will come up.

Review.—On the next day the map will be drawn by a pupil, and all that he can remember of the "talk" will be given. Other pupils will be encouraged to add anything else that they may know. Let the question be a frequent one, "Who can add anything else?"

In the way indicated, Ohio becomes a theme, around which the pupil gathers materials from all sources. Thus the "idea" of Ohio is developed and defined. In this manner all the states should be treated in turn.

#### GATHERING THE PRODUCTS OF THE STATE.

Let the pupils make a case of drawers to hold geographical products; label one of these drawers *Ohio*. Now let the pupils bring in wheat, flour, etc., that has *come from Ohio*. These can be put in small vials and labeled. Put on, by all means, the name of the pupil donating the product.

If nothing better can be had, cigar boxes or envelope boxes may be used. They should have covers, to exclude the dust; nothing is more disagreeable than specimens covered with dust.

Let the teacher start up a correspondence between the pupils of his class, and those of some teacher in Ohio. And let a number of products be got by mail, in exchange for products sent. Let a letter be got from a pupil, describing the state as he sees it, and have it read in the class.

## Life in China.

By M. Ida Dean.

During the summer of 1896, a very interesting gentleman visited New York, as the guest of our nation. All honor and attentions possible were offered to this famous statesman and general. Our largest battle-ships met him, and amid the firing of salutes and the fluttering of flags he was escorted up the bay to New York, where he was entertained, with his many secretaries, aides, interpreters, and servants, at the palatial hotel Waldorf, for ten days, by our government. President Cleveland came to New York to officially receive him. This stranger in a strange land was shown our public buildings and parks and was taken to West Point to see our military academy. He placed a wreath upon the tomb of Gen. Grant as a token of his respect and friendship.

Who knows the name of this visitor? Yes, it was Li Hung-Chang, of China. Suppose we name this doll, dressed in Chinese costume Li Hung-Chang, and take a peep into that queer, topsy-turvy land, China. Let's open our guide-books (geographies), and find this land, which, if we could bore our way through the earth, we could reach. But, as this is impossible, let us see how we would travel to get to China. Li Hung-Chang left China for Russia, where as a representative of the Chinese emperor, he attended the coronation of the czar of Russia, May, 1896. From Russia he went to England and was received with much honor by Queen Victoria and the British nation. Then he sailed to New York and after a pleasant visit at our metropolis, he went to Vancouver, and thence back to China, thus journeying around the earth. Query—Did he sail from New York to Vancouver? Why not? Could he get from New York to Vancouver by vessel? How?

Let us notice the position of China; its sea coast; its climate, its lofty mountains of which the Himalaya are the most important, forming a great natural wall between China and India. People separated by mountains differ as widely as though an ocean rolled between. Which would be the more difficult and dangerous undertaking to cross the Himalaya or to cross the Pacific ocean? Why? The three great river basins of China are the most important places, for here the majority of the Chinese have their homes. At the north is the Hoang-Ho, or "Yellow river," which frequently overflows its banks and causes much loss of life and trouble. The Yang-tse-Kiang is the longest and most important river. Many of the largest and most flourishing cities are on its banks. Another important river is the Si-Kiang or "Canton river," so called from the city of Canton at its mouth.

Who can tell us what man must have to sustain life, besides air? Yes, food, and in China the farmer is held in honor. In a land so densely crowded with people as China, every foot of land must be most carefully cultivated and that crop is planted that will yield largest returns. In the very wet and moist lands, rice, the great staple of the people, is raised; while in the north, wheat

and other cereals are the chief crops. Upon the hillsides grows the tea-plant. For hundreds of years, tea has been used by the Chinese, but we have only used it about two hundred years. In the warm and sunny South semi-tropical fruits grow, as do also the mulberry, food of the silk-worm, and the beautiful poppy from which opium, that useful but dangerous drug, is made.

How very dreary and comfortless we would think the home of a poor Chinese family! The hut has no fireplace or windows and the furniture consists of a table, a stool or two, and a raised platform, covered with a coarse mat, which serves as a bed. The food consists of rice and tea with sometimes a bit of cabbage or fish. Meat is rarely used. Milk, butter, and cheese are unknown. It is only the very poor who ever use the dog, cat, and rat, as food.

As with us, the more money a family has, the better the mode of living. The better class of Chinese have houses built of slate-colored bricks, with thatched roofs and heavy, ornamented overhanging eaves. The floor is generally tiled, no windows are ever used on the side of the house that faces the street—alley I should say, for they have nothing that we would term a street. Sometimes the houses are ornamented by stucco work representing men, birds, animals, and flowers.

While rice is the great staple, among the rich as with the poor, we would find them using pork, of which they are very fond, also fowls, eggs ancient but very much relished, and a great variety of fruits. But the delicacies that only the rich can indulge in are birds' nests soup, shark's fins, deer sinews, and duck's tongues. The swiftlet is the bird whose nest is used for soup. She builds her nests in caves, and queer out-of-the-way places, hard to reach, hence these nests are very expensive. In the making of the nest she uses a great deal of her saliva and it is this dried saliva that is used in the soup. All the sticks, hay, and feathers are carefully picked out before the soup is made.

How funny you would think a Chinese school! The school-rooms contain very little furniture. The teacher has a table, on which is placed a tablet of Confucius, and a bamboo rod,—perhaps you can guess what the rod is for,—while the scholars are provided with a bench and small table. Each scholar, besides his books, has a few sheets of paper, a stick of India ink, a cup containing water with which to mix the ink, and a camel's hair brush with which he writes. Upon entering the school-room he must always make his obeisance to the tablet of Confucius and to his teacher. No boy is ever disrespectful to his teacher. All obey readily the slightest command. Do you not think it would be well if American boys, in this respect, would imitate the Chinese? Just think, every boy is a class all by himself. Every boy is given a lesson to learn "by heart," no matter whether he understands it or not. As soon as the lesson is learned, he marches up to the teacher, hands him the book, and then turns about and with his back to the teacher, recites the lesson.

Long before you get near a school-house you know it by the fearful noise. Suppose every scholar in your school-room at the same time should shout as loud as he could in a sing-song voice, different sentences over and over, and then you will understand something of the noise of a Chinese school-room. Indeed they make as much noise and racket in studying as you do when playing at recess.

Geography, arithmetic, algebra, and the different scientific branches are never taught. Instead Chinese poetry and history, the theory of government and the teachings of Confucius are deemed the essential studies. The Chinese have wonderful memories and can learn a book "by heart" in a very short time. But no boy ever sings this old rhyme which you and your parents know so well—

"The rule of three it bothers me,  
And fractions drive me mad."

Until the Chinese begin to trade they know but little arithmetic. They are never even taught the fundamental rules in school or at home. Every merchant depends on an abacus, a framework of wires, strung with beads or balls, to help him with his accounts.

The people most respected are the educated. In no country is an education so highly prized as in China. It is the passport to all official positions and every child is familiar with the sentence, "Secure an education and become an official." Official positions are only secured by examinations, which are open to all—rich or poor, high or low, thus the boy of the humblest origin has a chance to make a name and gain distinction for himself. It is a strange sight to see boys and old men, sons, fathers, and grandfathers, competing at the same time.

Li Hung Chang's parents were good, but in no way distinguished. Li first became prominent by carrying off honors at an examination where there were twenty thousand competitors.

And what about the girls, do you ask? The Chinese do not think it worth while to teach girls even to read and write. A girl knows enough if she can sew and embroider. Poor girls! Girls, are you not glad that you do not belong to the "Celestial Kingdom"?

How would you enjoy the kiteflying in China! It is a common sight to see not only boys, but men and old men, too, engaged in this amusement. A great deal of pains is taken to make the

kites resemble different forms, some so resemble birds that at a distance you are deceived, others again are in the form of huge butterflies, flower-baskets, wonderful flying fish, and monstrous snakes.

Then, too, the Chinese, both young and old are very fond of playing shuttlecock. The children have many toys that would seem to you queer, paper lanterns in the shape of fish, marbles made of iron, and tops that would make you envious.

You know how much you boys and girls enjoy Christmas and Fourth of July. The Chinese children, especially the boys, enjoy New Years' Day in a somewhat similar way, for at this time they receive presents, are given plenty of sweets and nuts, make calls upon all their friends with their fathers, and best of all they have the pleasure of enjoying the fizz, fire, and bang of exploding fire crackers, so that it is like having Christmas and Fourth of July rolled into one.

The Chinese are very superstitious and very much afraid of the "spirits." Great care is taken to transact all business upon "lucky days," and to cheat the evil spirits. No one would ever undertake the slightest business without consulting a fortuneteller. The Chinese have many idols. The various birthdays of the gods are hailed with delight. Then the streets are in gala attire. Everywhere are gay paper lanterns and puppets gaudily dressed to represent historical scenes. The land resounds with the roll of drums, the clang of gongs, the music of clashing cymbals, guitars, flageolets, and flutes.

China is indeed a queer topsy-turvy land. In almost every respect we do just the opposite and I suppose they think we are queer. Let me tell you of just a few of their peculiar ways. When the Chinaman meets a friend, instead of shaking the hand of his friend, he shakes his own hand. Instead of saying, "How do you do," he says, "Have you eaten your rice yet?" For "good-bye," the Chinaman says, "Walk slowly." We read our books from left to right. But the Chinese read from right to left, and the lines of printing are vertical with them instead of horizontal as with us. A Chinese book begins where ours ends. His compass points to the south instead of the north, nor does he say northwest, southeast, as we do, but just the opposite, as west-north, east-south. Black is mourning with us and white is with the Chinese.

In China, old people are always treated with respect, and dutiful sons present their parents on the sixty-first birthday with finely lacquered and decorated coffins. Sometimes the sons have been obliged to save for years to buy these coffins and the parents are very proud of their kind and thoughtful sons and the coffins are displayed with much pride and pleasure to all visitors. Indeed, it is a common thing for people in perfect health to provide themselves with coffins.

Little feet and long finger nails are considered as a sign of nobility. The feet of the girls are so bent and bound that they cannot grow, and often the shoe of a woman will not measure over two or three inches. These shoes are made of cloth or silk, sometimes beautifully embroidered. The nails of the wealthy are let grow to show that the wearer does no work, for who could work with finger nails an inch or two long.

Every year our fashions in dress change, but with the Chinese the same styles prevail year after year. Official rank is denoted by colored buttons, and peacock feathers show the honors to which a Chinaman has attained. Yellow is the imperial color, while the dragon is the royal emblem. You will see this design often on things Chinese.

The Chinese worship their ancestors. The question with them is not what is best, but what did my great, great grandfather do in a like case. Honor thy father and thy mother is a command always obeyed, no matter what the age of the child, and parents are at all times held responsible for the deeds of their children.

China is an absolute monarchy and the emperor is called "The Son of Heaven," and is said to get his right to rule direct from heaven.

Although China is one of the oldest civilized nations and possessed towns, a regular government, a written language, and a knowledge of mechanical arts, when Europe and America were inhabited by savages, knowing only how to hunt and fish, yet to-day Europe and America have far outstripped China, and in almost every respect she is far behind both. China's content, her conceit, and her hate of innovation have hindered her growth and progress so that to-day her roads and canals are nearly all in a wretched condition, her cities are dirty and unimproved, and manufacturing is done by hand, just as it was centuries ago. The steam engine, railways, telegraph lines, and improved machinery are almost unknown in the empire.

So jealous and afraid of foreigners have the Chinese always been, that it is but little more than forty years that the Caucasian has been allowed to enter the empire. But, at last, King Commerce prevailed and ports were slowly opened at his command, and now the two great races, Mongolian and Caucasian, are interchanging goods and their great general, Li Hung Chang, carried home many ideas, gathered from his visit to America and Europe, which will without doubt be used for the betterment of the Chinese.

## Citizenship.

### Lessons on Civil Government. I.

#### A Series of Object Lessons.

By Ray E. Chase.

##### INTRODUCTORY.

It may be assumed, I suppose, that all persons who feel an intelligent interest in education are agreed as to the importance of some kind of instruction in citizenship. It would seem, too, that all such persons ought to admit the necessity of giving such instruction in those schools in which the great majority of citizens receive their entire education. If there be anything which appears to contradict these assumptions, it is the fact that in only a very inconsiderable number of schools is any such instruction given. I think, however, that we may here make a third assumption, namely: that there are causes for the failure to give proper instruction in civil government other than a lack of appreciation of its importance.

The reader, having now, in approved pedagogical manner, learned to assume by assuming, will please assume that he has read between the lines of this introductory paragraph, not only an extended argument why civil government should be introduced into every school, especially *hers*, but also a statement of all those "causes other than, etc., etc., among which she finds one applicable to her own case.

The cause she selects will, of course, be a "practical difficulty." probably "crowded program" or some other of the numerous phrases by which teachers are accustomed to express that they cannot do ten hours' work in five hours. And just here it should be said that this article is addressed more particularly to the great body of rural teachers who are their own superintendent, and supervisors of the constantly-lengthening list of things which have supervisors to them. All that is said, however, applies to the work of the teacher in a city school system as far as the system under which she works leaves her free to choose.

To resume (not "assume," please note the change), it may be said that that is indeed a badly crowded program from which there cannot be spared a few minutes weekly without displacing anything, and that is indeed an excellent program in which there is nothing that might profitably be left out in favor of a subject of such value as the one for which we plead; for not only has this study the great practical value which all concede to it, but it may well be doubted if many subjects exceed it in disciplinary value. It is the purpose of these lessons to realize the disciplinary value as well as the practical.

One of the commonest causes of failure in instruction without the aid of the text-book is that pupils are allowed to suppose that there is nothing for them to do. This must not be. There are two kinds of things which pupils can be required to do in this work: to reproduce orally and in writing the facts brought out in each lesson and the deductions from them, and to obtain information, by inquiry and otherwise, about subjects assigned by the teacher. There is no better practice in composition possible than the discussion and choosing in class of the best expression of the general truths and fundamental principles which the pupils will be required to deduce.

One of the causes of failure in instruction in citizenship is that teachers do not properly prepare themselves to present the subject. It is believed that this cause is very infrequent; indeed, still a hint may not be out of place. The teacher should own and *read* a good work on civil government, not a mere analysis of the constitution of the United States nor any work confining itself to the federal government, but one which treats intelligently, and not too extensively, the general subject of government and which discusses the various governmental units of the American system and explains their relations to each other. She should also familiarize herself with the *detailed* working of her own state and local government with regard to each of the matters mentioned in these lessons. The best way to acquire this familiarity is by inquiry from and conversation with intelligent local officials.

# Greater New York Supplement

## THE SCHOOL JOURNAL.

### Board of Education.

Regular Session March 17, 1897.

The regular meeting of the board of education was held at the hall of the board, Wednesday afternoon, March 17. Commissioner Hubbell presided, and seventeen members of the board were present. It was resolved to appropriate \$160,000 for the purchase of sixteen lots on Amsterdam avenue, between 108th and 109th streets, for a school site. A renewal of the lease of premises, 624 5th street, for school purposes for May and June at \$208.33 per month was adopted.

Communications were received from the president of the Female Principals' Association, and a committee of the women primary teachers, asking the help of the board in securing an increase in the salaries of women teachers in the city, and asking that the legislature be urged to enact a law that no teacher be paid less than \$600 a year, and no principal less than \$2,500 a year in the schools of New York city. The resolutions were referred to the committee on instruction.

A letter from Commander Fields, of the nautical school-ship, tendering his resignation, was received. Seventy-eight boys are now receiving instructions on the school-ship.

On motion to refer the revision of the by-laws of the board to a special joint committee, composed of the committee on instruction, and a special committee on by-laws. Commissioner Little moved that so much of the by-laws as refer to the question of teachers' salaries be sent back to the committee on by-laws, with a request that the committee report at once a scale of salaries, based upon merit and length of service, "We have now nearly 1,100 different kinds of salaries paid to teachers in this city," said Commissioner Little. "Teachers' salaries are increased and decreased without regard to merit, depending upon the number of classes and pupils in certain schools. There is no logical reason for this."

Commissioner Taft opposed immediate action upon the salary question, on the ground that a sub-committee of the committee on instruction is making a careful study of the matter with a view of regrading the entire school system, doing away with the present distinction between primary and grammar grades, having teachers appointed in the middle, and promoted both up and down, as merit shall determine, their salaries to be based entirely upon merit, and length of service in the system. He thought it wiser to wait. The question was referred to the committee on instruction without recommendation.

The committee on buildings reported in favor of a lease, for three years, with the privilege to renew for two additional years, of premises 308 and 310 East 96th street for school purposes. Adopted, and the annual rental fixed at \$3,500.

The board voted to approve senate bill No. 647 and assembly bill No. 1,064, compelling proper sanitary provisions and ventilation of school-houses and other public buildings.

Assembly bill No. 1,284, authorizing the establishment of a state truant school, and making an appropriation therefor, was approved by the board.

The committee on instruction reported in favor of the immediate establishment of primary school No. 42 on 42nd street, primary school, No. 49, at 187 Cherry street, and primary school No. 150, on East 96th street, which was adopted.

It was moved and carried that principals of grammar schools appointed last December, at salaries lower than the rates fixed by the old schedule, be paid at the former rates, from time of their appointment until adoption of the new by-laws.

A resolution was passed, indorsing the proposed educational exhibition, in connection with the meeting of the State Teachers' Association in this city, July 1, 2, and 3.

A letter was read from Corporation Council Scott to the effect that the four high schools about to be established in this city would come, like the rest of the school systems, under the regulations of the state civil-service law; but intimating that the board can make such special regulations as it sees fit relative to the examinations of principals and teachers, for such high schools.

The board adjourned, to meet Monday, at 4 p. m., when the special matter of appropriations for school sites and buildings will be considered.

### The School Journal's Greater New York Supplement.

For some months the editors have been devising plans to present to our readers adequate reports of the wonderful educational activity in New York, Brooklyn, Newark, Jersey City, and the suburban cities and villages. The remarkable growth in the constituency of *The School Journal* has encouraged the carrying out of this plan by the issue of a special supplement to contain crisp and comprehensive news from the educational field in the great metropolitan district. The intention is to issue this supplement at least once a month. As soon as possible, beginning in September or October, two numbers are to be published each month. It is purposed that this shall be a most attractive feature.

Among the most important departments will be one devoted to full reports of the boards of education in Greater New York, giving occasional reports of the neighboring cities.

A detailed outline of the proposed plan for the Greater New York supplement will be given in a latter issue. The present supplement may be regarded as a fairly good illustration of what will be attempted.

### Late News Notes.

#### Fire in a Grammar School.

March 17.—Grammar school No. 61 (Mr. W. T. Traud, principal) caught fire to-day at five minutes before noon, just as the children were being dismissed. The children were filed out in exactly three minutes, without accident. The east, or old portion of the building, was entirely burned. At one o'clock the fire was not yet extinguished. The damage will be confined entirely to the eastern part of the building. Much credit is due to Mr. Traud and Mrs. Van Liew, the principal of the primary department, and their assistant teachers for the promptness with which the children were filed out, which is, in great measure, due to the very efficient fire drill often held in this school.

We believe this to be the first school building that has burned in this city in over twenty years. The cause of the fire was a defective flue. The firemen were slow in responding to the alarm, and the fire had gained quite a headway before any engine arrived. It was under control at one o'clock, and the new front of the building was hardly injured.

No. 61 is the only school in the city that has a yard in the front, and in the summer this yard is full of plants and flowers. In the winter the plants are kept in the rooms of the school, near the platform. To one entering, it is like going into a florist. This school publishes a little paper each month, called "Our Own," which is edited and printed by the boys of No. 61.

## Dr. Poland's Successor.

The appointment of Dr. Poland's successor may be put off till May or June. It seems to be the intention of the board of education to fill the new high school principalships before entering upon any other troublesome election problem. Meanwhile the number of candidates for the place is steadily growing. The indications are that if an out-of-town man is chosen, it will be one with an excellent record as a superintendent; one who takes a genuine interest in educational progress, and has proved himself an inspirer and leader of teachers. The commissioners are beginning to learn how to distinguish between recommendations based on things that have absolutely nothing to do with school superintending, and those backed by actual leadership. A few weeks ago they were still in the fog, and it looked at one time as if they would appoint one whose chief qualifications were that he held important offices, made many speeches, did fairly good office work, and could produce some pretty good ideas on school architecture. Another thing they have found out by this time is that one can have been a president of a state teachers' association, and even the N. E. A., without ever having done the least thing to advance the cause of education. All these discoveries on the part of the commissioners give encouragement to the friends of the schools. Let the matter be weighed very carefully, even if Dr. Poland's place should remain vacant for three or four months.

## Revised Course in Drawing and Normal Training.

The Federation of Fine Arts has asked the board of education that they be allowed to send a committee to confer with some committee of the board relative to the instruction of drawing in the public schools, the opinion of the federation being that drawing should be connected more closely with manual training. The request has been referred to the committee on instruction, before whom a committee of two, representing the federation, appeared on Tuesday. These gentlemen were assured that the opinion of the Federation regarding the necessity of associating the drawing with the manual work, was one shared by the members of the board of education, and that action had already been taken, placing the subject of the drawing with the other manual work, with which it is properly related. The revised courses in the different special subjects of sewing, drawing, shop-work, and modeling, is in the hands of the supervisors of sewing and manual training, who are preparing them for publication in the immediate future. The committee of the Federation were also informed that any suggestions which they might care to furnish regarding these courses in manual work would be received with pleasure, and given most careful attention. It is possible that such report may be prepared by a committee of the Federation.

## Frank Damrosch for Supervisor of Music.

Twenty-four people have thus far applied for the new position of supervisor of music. A number of school inspectors have requested the appointment of Mr. Frank Damrosch, and it is understood that this gentleman is willing to take the place, though the salary will be small. Mr. Damrosch is an enthusiastic music teacher, and his splendid success as organizer and conductor of the people's singing classes has won him thousands of friends in the city. If we are not mistaken, Mr. Damrosch was at one time supervisor of music in the Denver public schools. At any rate, he has always been deeply interested in the public schools, and it is partly due to the effect of his influence that the question of the appointment of a special supervisor of music has been made as prominent as it ought to be. The committee having this matter in hand should hasten to secure Mr. Damrosch before his hands are tied by other engagements.

## Ten Millions Needed.

Last week Mr. Austin introduced a bill in the legislature, authorizing New York city to issue bonds to the amount of ten million dollars, for the erection of additional buildings, and the repair and improvement of buildings already erected.

## Educational Associations.

## Preparations for State Meeting.

The New York State Teachers' Association, though organized fifty-one years ago, has never held a meeting in New York city. Its next annual meeting, however, will be an exception to the rule. Schoolmasters and schoolmaids from all parts of the Empire state will gather on June 30 and July 1 and 2, at the Normal college, 68th street and Lexington avenue, New York city, to attend the annual meeting of the State Association and the splendid educational exhibition, which is being planned to accompany it, and in which it is expected the schools throughout the state will participate.

Already active preparations for the state meeting and exhibition are under way in this city. These are in charge of a local committee of arrangements, headed by Edward A. Page, principal of grammar school No. 77, in this city. Chairman Page was unanimously chosen by the executive committee of the State Association to head the local committee of arrangements, and he has the hearty endorsement of Superintendent Jasper, and of the city board of education, as the man to bring the meeting to a successful issue.

Associated with Mr. Page as chairman of the local committee are Henry P. O'Neil, vice-chairman; John T. Nicholson, secretary, and Gustave H. Straubemüller, with the following vice-presidents and heads of special committees:

Vice-presidents: Henry C. Litchfield, Abner B. Holly, Theresa L. Atkinson, Julia Richman, Sara J. J. McCaffery, Andrew J. Whiteside, Mary E. Tate, John E. Groteloss, George W. Harrison, Hester A. Roberts, Emma A. Johnson, Hattie E. Davidson.

Superintendent of Exhibits.—Dr. James Lee, of the board of city superintendents.

Committee on Entertainment.—Elijah D. Clark, chairman, Joseph Wade, vice-chairman.

Committee on Reception and Hotel Accommodations.—John W. Davis, chairman.

Committee on Halls and Space.—Hugh P. O'Neil, chairman.

Committee on Transportation.—Arthur Cooper, chairman.

Committee on Music.—Dr. A. T. Schaufler, of the board of city superintendents, chairman.

Committee on Printing.—John T. Nicholson, chairman.

Committee on the Press.—William J. O'Shea, chairman.

The Normal college was suggested by Secretary Nicholson as the best place for the state meeting and exhibition, and his suggestion has received the hearty endorsement of the local committee of arrangements, the board of education, Superintendent Jasper and President Hunter, of the Normal college. The college is furnished, rent free, for the meeting and exhibition.

It is intended by the committee of arrangements that every school in the state, so wishing, shall be represented at the exhibition, for which ample accommodations and space will be provided.

The exhibition, which will be in charge of Dr. James Lee, of the board of city superintendents, will be pre-eminently one of class-room work, and not of work specially prepared for the occasion. It will include specimens of writing, compositions, drawing, clay-modeling, paper-cutting, map-drawing, and modeling, etc.—all actual class-room performances. No favoritism will be shown particular schools, or teachers, in selecting material for the exhibition, and every teacher will be welcome to furnish such material. It is expected that Superintendent Jasper, of the New York city schools, will call a meeting soon of grammar and primary school principals, to arrange some concerted plan for the New York city exhibition. Principal Hugh P. O'Neil has charge of the space for and the placing of exhibits.

Besides the state meeting and educational exhibition, the local committee on entertainment is arranging attractive features for out-of-town visitors. One of these is an excursion to Glen Island, and a shore dinner at this seaside resort. Boats will leave New York for Yonkers, pass through Spuyten Duyvil creek, down the Harlem river, through the Harlem ship-canal, into the sound, and up to Glen Island. Besides the regular musical program accompanying meetings of the association, Dr. Schaufler, of the committee on music, is arranging for a drill of the cadets and drum corps of Principals Boyer, Davis, and Page, and there will be a parade of these organizations before the Normal college, on some afternoon of the state meeting.

Chairman Page, of the local committee of arrangements, says that the chairman of each local sub-committee has been given carte blanche to associate with himself as many workers as he chooses, to carry out his part of the program, and that all are working with the utmost harmony. He hopes that the and July 1 and 2, that city teachers may attend the state meeting and exhibition.

## Greater New York New Charter.

New York city teachers object strongly to certain features of the educational act in the proposed charter for the Greater New York. At the annual meeting of the Male Assistant Teachers' Association, March 6, a special committee, composed of W. F. O'Callaghan, S. M. Fuerst, Joseph S. Taylor, A. T. Gorton, and J. T. Nicholson, was appointed to go over the proposed charter, for provisions opposed to the interests of the teachers. J. T. Nicholson was made chairman of the committee, which reported at a meeting of the association held March 13, in the City college. The committee's report was adopted, and steps will be taken to make the association's wishes felt at Albany.

Here are some of the principal objectionable features of the proposed charter, as viewed by the charter:

Members of the board of education, of the borough school boards and inspectors of schools, cannot be removed from office without due and timely notice in writing of the charges made against them. They are given a hearing before the mayor, and allowed the assistance of council in their defense. Teachers, however, may be suspended from office without warning, and without pay. No provision is made in the charter for written charges against them, or for the assistance of council in their cases. Teachers may be temporarily suspended without warning by the school board, or by a principal, upon the very indefinite charge of "general inefficiency." A teacher cannot compel a copy of the charges against him to be given him, in order that he may prepare an adequate defense before the board. On the contrary, there is apparently nothing in the proposed act to hinder a principal from giving one reason to a teacher at the time of his suspension, and quite another reason when the teacher comes before the board for trial. The teachers demand in such cases that written specifications of the charges against a teacher be placed in his hands in time for him to prepare his defense; that a three-fourths vote of the board of education be necessary to dismiss him from office, and that he have the further right of a review of his case by the courts on a writ of certiorari. The teachers also object to principals having any power to suspend teachers without consulting the city superintendent.

The charter gives each borough school board unlimited power to transfer teachers within the borough, and to change their grades and salaries. Teachers may also be transferred from one borough to another. The male assistants want a provision requiring the consent of a teacher before his transfer, and a further provision that no teacher's salary shall be lowered in consequence of any transfer.

Teachers also object to a provision of the proposed charter that gives the city superintendent power to exempt graduates from certain colleges and training schools from the examinations heretofore required of all applicants for positions in the public schools. They feel that all should be required to take the examinations alike.

Other objections are made to various features of the proposed law, but it is thought best to defer action for the present against all but the more important.

The new officers of the Male Assistant Teachers' Association are: Chairman, E. A. Daniels; vice-chairman, H. H. R. Goodrich; recording secretary, Thomas J. Boyle; corresponding secretary, Charles M. Babcock. Four members of the board of direction: J. B. T. Demorest, R. R. Requa, James M. Kieren, and Thomas J. Boyle. The retiring treasurer, Joseph S. Taylor, reported receipts for the year of \$116.96, with a net deficiency of \$31.30, which is more than covered by dues.

J. S. Davis and J. T. Nicholson are members of the association acting with the local executive committee, having in charge arrangements for the State Teachers' Association, to be held in this city, July 1, 2, and 3. Meetings of the Male Assistant Teachers' Association will be held monthly, on the first Saturday in each month, until the close of the meeting of the State Teachers' Association, and all male assistants and special teachers in the public schools of the city, whether members of the association or not, are invited to attend these meetings.

## The New York Society of Pedagogy.

Spring Schedule, March-June, 1897.

Mechanical Drawing.—Mondays, March 1 to 29. Mr. George W. Harrison, at G. S. 40, 225 East 23d street.

Language in Primary Schools.—Alternate Tuesdays, March 2, 16, 30, Miss Isabelle Parsels, training school, normal college.

All other meetings at G. S. 6, 85th street and Madison avenue.

Arithmetic for Grammar Grades.—Mondays, April 5 to May 31. Mr. Edward A. Page.

Observation Lessons.—Alternate Tuesdays, March 9, 23, April 6, 20, May 4, 18. Miss S. E. Eldredge.

Botany.—Alternate Tuesdays, April 13, 27, May 11, 25. Mr. Lyman P. Hoysradt.

Logic.—Wednesday, March 3 to April 21. Burtis C. Magie.

American Literature.—Wednesdays, April 28 to May 26. Mr. John W. Davis.

Methods.—Thursdays, April 15 to May 20. Mr. Joseph H. Wade.

## LECTURES.

Thursday, April 22.—Mr. Frederick Monteser, "What European School Systems May Teach Us."

Thursday, May 18.—Miss Julia Richman, "The Responsibility of the School in the Moral Development of Children."

Members having suggestions to make regarding subjects which they wish taken up in the classes will please transmit the same to the chairman of the committee on pedagogical work, Mr. John W. Davis, Kingsbridge, New York city.

## The Brooklyn Teachers' Association.

The Brooklyn Teachers' Association represents one of the most aggressive and active educational bodies in this country. For strictly professional enterprise it challenges comparison with any. The president is Dr. Walter B. Gunnison, principal of Erasmus Hall high school. Dr. Wm. T. Vlymen is the chairman of the studies committee. The membership this year is the largest in its history, and amounts to over 2,600.

The lines pursued are manifold:

1. It offers to the members classes in any subject that may be desired. Those now being given are Latin, Greek, French, German, language, grammar, history, geography, reading, science, physical culture, penmanship, drawing, mathematics, psychology, methods, principles of education. It is the policy of this association to furnish instruction in any subject for which application is made by twenty teachers, and these classes will be organized in any part of the city.

2. Lectures are given from time to time by distinguished educators on general educational topics.

3. Bulletins are issued weekly to each member, containing the announcement of classes and lectures of the week, and also furnishing syllabi on various subjects, these having been carefully prepared by specialists.

4. A series of grade meetings are held once each month in fifteen different school buildings in various parts of the city, at which technical grade work is discussed. These are most popular and practical, over 1,500 teachers attending the meetings regularly. They are, in the nature of round-table conferences, and are under the direct charge of teachers of the respective grades.

5. A strong movement has been inaugurated to interest the parents. "Parents' meetings" are held at stated intervals in the schools, and all parents are cordially invited to attend. At the first meeting over 2,500 accepted the invitation. At these meetings are discussed questions that vitally interest those who have children in the school. In some cases they have already led to the organization of the parents in the interest of the school. Criticism of the management and methods is freely invited, and those who have watched the movement feel that vast good is to be the result. President Swanstrom, in his annual report, speaks of the movement as the most promising and wise of any ever undertaken by the teachers of the city.

6. A general meeting is held at the beginning of each school year, at which the mayor of the city, the president of the board of education, the superintendent, and frequently the state superintendent, and the president of the association address the teachers of the city. At the last meeting there were over 2,500 teachers present.

7. An excursion is given in June to some point on the Hudson or the sound. Last year, by arrangement, the New York and Brooklyn teachers selected the same place for the excursion, thus bringing together the teachers of the Greater city for a day's enjoyment.

8. A first-class entertainment is given once a year in the Academy of Music.

9. Membership in the association gives the privilege of membership in the Brooklyn institute, without the payment of the \$5.00 initiation fee, and membership in the Brooklyn library for \$3.00, instead of the regular fee of \$5.00.

This association is doing a vast amount of work for the teachers of the city. Its lines are strictly professional; its sole aim is the improvement of the teaching force along the most approved lines. The attendance this year at the various classes, lectures, etc., will be upwards of 25,000. This is the association that the very "dignified" "Educational Review" characterizes as a "Trades' Union." Would there be many more such to uplift and encourage and benefit the teachers of our cities.

## Suburban Educational Council.

The New York Suburban Educational Council will meet March 20, 1897, at 11 a. m., in room 1, New York University, Washington Square, New York city. The general topic will be, "How to lessen the physical and nervous strain upon the teaching force of our schools, without detriment to the pupils." There will also be an address by Mr. Joseph S. Wood, on "Numbers," followed by a discussion of the same by the members of the council. All who are interested, are invited to be present. Mr. D. A. Preston, of Mt. Vernon, is the secretary of the council.

## Primary Teachers' Association of New York City.

Among the many educational societies in our midst, one of the most efficient, and, perhaps, the best organized for progressive and effective work in the interests of the teachers of our metropolis, is the Primary Teachers' Association, of New York city. Since its organization, nearly fifteen years ago, no opportunity has been neglected which might lead to the material, or intellectual improvement of the primary teachers.

Through the instrumentality of this association, a minimum salary of \$750 per annum has been secured for all women teachers of fourteen years' service. It is true, the remuneration is a very modest one, but the enactment of this law is a step forward, and, is to be hoped, the harbinger of better things. The most recent act of this association in this direction has been a movement in concert with the several women teachers' associations of this city to introduce an amendment in the charter of Greater New York whereby all women teachers shall receive a salary of not less than \$600 per year, and that where men and women teach corresponding grades, the compensation shall be the same.

From its beginning, the Primary Teachers' Association has received the unqualified encouragement of Supt. Jasper and his assistants. They have always responded to invitations extended them to meet the association, and addresses from them on educational subjects have been heard very frequently. In this, and many other ways, they have given unmistakable evidences of their hearty sympathy and approval of the efforts of the teachers.

Among the special lines of work instituted by the Primary Teachers' Association have been the many classes and courses organized under its auspices. For five years classes in French and German were held, under the able direction of Profs. Stern and Mera, of the Stern School of Languages, at an annual cost of over \$600. These classes were a pronounced success, and numbered every year several hundred pupils. Classes in drawing, methods, music, and physical culture, have also been held. Lectures on literature, psychology, civics, and logic, have occupied the attention of the teachers during the last two years, for which over \$2,000 have been expended.

During 1895-6 a course of lectures on psychology, under the able direction of Prof. E. D. Shimer, was held at the N. Y. C. college. This was followed by a course in literature by Prof. F. T. Baker, of the Teachers college. During the present year the course in literature has been resumed under the same efficient professor. Dr. Shimer, whose duties as assistant superintendent have grown too onerous to allow him any time for lecturing, has been succeeded by Dr. B. A. Magie, who conducted a most successful course on psychology during the fall term. This was followed by a course in civics. The present course of lectures embraces logic, and will be succeeded by a course on manual training, which will conclude the lecture course until Oct., 1897.

The numbers in attendance, and the promptness, and regularity of the teachers, is a most unquestionable testimony to the interest with which these lectures are regarded by the teachers.

In point of numbers, the Primary Teachers' Association is, perhaps, the strongest of our educational organizations, having a membership of over 1,000 teachers. Miss Mary A. Magovern has been president of this association for more than twelve years. At all times modest and unassuming, she has devoted herself to the advancement of the interests of primary teaching with untiring energy and undefatiguable zeal. To her labors, chiefly, must be attributed the success of the numerous undertakings for the benefit of this organization. That her work is sincerely appreciated is shown by the high esteem in which she is held by all her associate teachers. The other officers of the association are Mrs. J. E. Archer, corresponding secretary; Miss Mary Robinson, vice-president; Miss Anna M. McGean, treasurer. The executive staff consists of these officers and the department delegates, the latter forming the consulting board.

### An East Side Flag Presentation.

At a recent meeting of the Alpha chapter of the Patriotic League, an exercise was given by a class of east side children from the Rhinelander school, under the direction of Miss Margaret P. Pascol. At the end of the exercise a flag was presented to Mayor Strong, who presided, the staff of which was made from a rail split by Abraham Lincoln.

## Teachers' Mutual Aid Society.

The Teachers' Mutual Aid Society, of the city of New York, was recently established for the purpose of making a reimbursement, at least in part, to the teachers, for the loss of salary on account of absence from school, due to personal illness.

Under the by-laws of the board of education, excuse of absence, on account of sickness, with pay, can be obtained only where the illness is long and severe; so the New York City Teachers' Association, during the presidency of Asst. Supt. Elgas, appointed a committee to devise a means by which loss of pay for absence that could not be excused under the by-laws, would be prevented, or at least diminished. It was intended to make whatever plan would be determined upon a part of the New York City Teachers' Association, but further consideration rendered it advisable that a fund for reimbursement be administered by an independent body.

So the present Teachers' Mutual Aid Society is an outgrowth of the Teachers' Association, and has received the approbation of that body. The committee considered the various plans under which aid societies are working in the great department stores of New York, and among bodies of professional persons, and adopted such features of these various plans as were suitable to teachers.

The qualifications for membership are as follows:

Teachers to be eligible must have been two years in the permanent employ of the board of education, and now be in active service.

Applications for membership should be accompanied by a physician's certificate of good health at time of application, by the initiation fee and the first month's dues, which, in case of rejection of applicant, will be at once returned.

The initiation fee is three dollars, the dues sixty cents a month, payable on or about the 20th of each month. In July and August no dues are required, and for illness, in those months no benefits are to be paid, as no loss of salary is sustained.

The benefit, at present, and it is hoped that an increase, may be made in the near future, is one dollar a day for personal illness of not less than five successive school days, to be paid to those who have been members for three successive school months. Benefits are not to exceed one hundred dollars during any twenty school months, and are irrespective of salaries paid by the board of education. Benefits, therefore, may be received for a period of twenty weeks in two years, ample provision for almost any illness that may afflict a teacher.

Similar associations in other professions or businesses have increased their funds by entertainments, or have received donations from generous employers, and on that account their dues are somewhat lower in amount than those required by this society; but as the teachers of New York city have many calls upon their purses, it was determined in the establishment of the Mutual Aid Society that no additional draft would be made upon them, but that the fees should be such as would permit the keeping of every promise of benefit, without recourse to such additional means of revenue.

Provision will also be made for beds in the various hospitals for teachers desiring hospital treatment.

The society has had a favorable beginning, and is constantly increasing in numbers. Its objects appeal to all teachers, and it deserves their active support and encouragement.

Application for membership, with physician's certificate and one month's dues, should be sent to Robt. B. Keyser, G. S. No. 3, 488 Hudson street.

The officers of the society are as follows: President, J. P. Conroy, G. S. No. 83; vice-president, Miss Esther Phillips, G. S. No. 95; cor-secretary, Miss Mary A. Curtis, P. S. No. 33; fin. secretary, Robt. B. Keyser, G. S. No. 3; treasurer, John J. Sturdivant, G. S. No. 16; directors, Elijah D. Clark, G. S. No. 60; Mrs. Agnes O'Brien, P. S. 42; Thos. J. Boyle, G. S. No. 82; Miss Isabella A. McCabe, G. S. No. 93; John E. Souers, G. S. No. 39; Miss Eliz. R. Mosbach, G. S. No. 18; Miss Ella Murray, G. S. No. 46; John T. Nolan, G. S. No. 60; Jos. A. Frepp, G. S. No. 25; Miss Mary C. O'Brien, G. S. No. 2; Miss Felicia A. Griffin, G. S. No. 47; Dr. Wm. L. Ettinger, G. S. No. 2.

"Ma," said a discouraged urchin, "I ain't going to school any more."

"Why, dear?" tenderly inquired his mother.

"'Cause 'tain't no use. I can never learn to spell. The teacher keeps changing the words every day."—"Pittsburg Bulletin."

Mother.—"How is it that you get so many bad marks at school?"

Little Johnny.—"Well, the teacher has got to mark somebody, or else folks will think she is not attending to her business."—"Tit-Bits."

## Directory of Educational Associations.

An effort has been made to give in the following directory the names of all educational associations in the Metropolitan district. Readers knowing of any association omitted in this list are requested to notify the editor giving name, officers, and number of members.

### Teachers' Associations.

#### NEW YORK CITY.

New York City Teachers' Association.—Matthew J. Elgas, Pres.; Miss Henrietta Woodman, Sec. Meets at City College 3d Tuesdays.

New York Schoolmasters' Club.—St. Denis Hotel. Org. 1890. 150 members. Thos. S. O'Brien, Pres.; Chas. A. Dorsey, Sec., 81 Adelphia st., Brooklyn.

New York Society of Pedagogy.—Madison av. and 85th st. Org. 1889. 200 members. Edward A. Page, Pres.; Miss Hester A. Roberts, Cor. Sec.; John W. Davis, Rec. Sec.; Herman C. Boehme, chairman membership committee.

Teachers' Association.—125 W. 54th st. Matthew J. Elgas, Pres.; Jos. H. Wade, Sec.

Teachers' Mutual Life Assurance Association.—Henry C. Litchfield, Pres.; Samuel McC. Crosby, Sec., E. 96th st. cor. Lexington av.

Teachers' Mutual Aid Society.—Dr. John P. Conroy, Pres.; Julia A. Birdseye, Sec.

Association of Primary Principals.—Miss Josephine E. Rogers, Pres.; Miss S. E. Buckbee, Sec.

The "Emile."—Joseph A. Fripp, Pres.; Emanuel A. Wahl, Rec. Sec.

Association of Female Assistants in Grammar Departments.—Miss Alida S. Williams, Pres.; Miss Mary W. Hatch, Cor. Sec.

Primary Teachers' Association.—Miss Mary A. McGovern, Pres.; Mrs. J. E. Archer, Sec.

Teachers' Association of the City of New York. Elijah D. Clark, Pres.; Henry M. Farrell, Sec.

#### BROOKLYN.

Brooklyn Principals' Association.—50 members. Calvin Patterson, Pres., Girls' High School; Charles D. Larkins, Sec., Manual Training School.

Brooklyn Teacher's Aid Association.—W. M. Jelliffe, Pres. 196 Sixth av.; Jas. Cruikshank, Treas.; Grace C. Wilson, Sec.

Brooklyn Teachers' Association.—2,300 members. Walter B. Gunnison, Pres.; Emma A. Keeler, Sec., P. S. No. 26, Gates av., near Ralph.

Brooklyn Teachers' Life Assurance Association.—1,557 members. Charles E. Tuthill, Pres.; Leonard B. Dunkly, Treas.; Mary B. Hart, Sec., 395 Cumberland st.

Heads of Departments Association.—Miss Susan H. Wilkins, Pres.; Miss Adelaide A. Philips, Treas.; Miss Kate E. Turner, Cor. Sec., 472 Quincy st.

#### NEWARK, N. J.

Principals' Association.—Edwin Shepard, Pres.; Clarence M. Giffin, Sec. Membership 40. Meets once each month, the 4th Wednesday.

This association is very much alive. The meetings are well attended. Though the membership is not large this association is an educational power in Newark.

Vice-Principals' Association.—Miss Jane E. Allen, Pres.; Miss Eunice McLeod, Sec. Membership 23. Meets once each month.

Teachers' Guild.—Miss Sara A. Fawcett, Pres.; Miss Jessie K. Doremus, Sec. Meets once each month. Membership about 500.

### Other Educational Associations.

#### NEW YORK CITY.

New York Trade School.—1st av., 68th and 69th sts. Org. 1881. 507 students. R. Fulton Cutting, Pres.; H. V. Brill, Man.

Progressive Club.—229 E. 19th st. Org. 1884. 90 members. Object, classes for self improvement. Mrs. Henry Marquand, Pres.; Miss K. Walsh, Sec., 229 E. 15th st.

New York Kindergarten Association.—105 E. 22d st. Hamilton W. Mabie, Pres.; Daniel S. Remsen, Sec.

Neighborhood Guild.—26 Delancy st. Org. 1887. 2,000 members. Object same as University Settlement Society. Henry J. Rode, Sec.

New York Genealogical and Biographical Society.—226 W. 58th st. Org. 1869. 360 members. James Grant Wilson, Pres.; Thos. G. Evans, Sec.; Richard H. Greene, Librarian.

New York Society for Prevention of Cruelty to Children.—297 4th av. Elbridge T. Gerry, Pres.; E. Fellows Jenkins, Sec.

New York Zoological Society.—214 Broadway. Andrew H. Green, Pres.; Madison Grant, Sec.

Society for the Prevention of Crime.—205 E. 22d st. Chas. H. Parkhurst, Pres.; Thaddeus D. Kenneson, Sec.

Society for Psychical Research (New York Section)—Org. 1890. J. H. Hyslop, Vice-Pres. and Sec., Columbia College, N. Y.

University Settlement Society.—26 Delancy st. Org. 1892. 500 members. Object, to bring men and women of education into close relations with the laboring classes for their mutual benefit. Seth Low, Pres.; Lester W. Clark, Sec.

University and School Extension.—Jas. W. Alexander, Pres.; M. J. Elgas, Sec., 121 W. 87th st.; Geo. Foster Peabody, Treas.

Children's Aid Society.—Charles Loring Brace, Sec., 105 East 22nd st.

American Kindergarten Society.—70 Fifth av. Miss Emily M. Coe, Pres.; Miss Emily D. Elton, Sec.

Associate Alumnae of the Normal College of the City of New York.—Park av. and 68th st. Org. 1871. 1,575 members. Dr. Mary Augusta Requa, Pres.; Blanche H. Arnold, Sec.

City College Club.—133 Lexington av. Organized 1890. 200 members. Alex. P. Ketcham, Pres.; John Weldon, Jr., Sec., 133 Lexington av.

Educational Alliance.—197 E. Broadway. Isidor Strauss, Pres.; F. Speigelberg, Sec.

College Settlement.—95 Rivington st. Org. 1889. Mrs. C. B. Spaler, Pres.; Mrs. S. T. Johnson, Sec., 80 Park st., Montclair, N. J.

Girls' Club and Industrial Home.—208 E. 14th st., A. W. Dennett, Pres.; S. E. Furey, Sec.

American Geographical Society.—11 West 29th st.

Art Students' League.—215 West 57th st.

Association for the Improved Instruction of Deaf Mutes.—912 Lexington av.

Cooper Union, for the Advancement of Science and Art.—8th st., and 4th av.

Natural Science Association.—114 5th av.

New York Academy of Science.—41 East 49th st.

New York Historical Society.—170 2nd av.

Scientific Alliance of New York.—41 East 49th st.

Society for Ethical Culture.—669 Madison av.

Society for Instruction in First Aid to the Injured.—105 East 22nd st.

Society for the Reformation of Juvenile Delinquents.—Randall's Island.

#### BROOKLYN.

Froebel Society.—110 members. Mrs. Sadie W. Taylor, 316 Clifton place, Pres.; Mrs. C. Williams, Sec.; Mrs. H. Estelle Hartich, Treas. Object, the advancement of educational interests, self culture, and to promote civic patriotism. Meets 1st Monday, Oct. to May, at Froebel Academy, 688-690 Lafayette Ave.

Alumnae Association, Brooklyn Training School For Teachers. Organized 1893. 200 members. Katharine J. King, Pres.; Jessie Coddington, Sec., 745 Hancock st.

Neighborhood Settlement.—184 Franklin av., Greenpoint. Supported by Pratt Institute Neighborhood Association. There is a Kindergarten, 20 classes, five clubs, thirty teachers and directors, and about 300 regular attendants.

Pratt Institute Neighborhood Association.—Org. 1895. Melville A. Marsh, Pres.; Miss R. Stevens, Sec., Pratt Institute.

## From the Workshops.

Under this head will be found a series of descriptive articles, giving glimpses of the actual practice observed in educational institutions in and about Greater New York.—reports of lessons, plans of government, etc.

### A Culture Center.

The closing exercises of Female Senior Evening school, 239 East Houston street, took place on the evening of March 2. The exercises consisted of songs by the school, songs by classes, compositions, recitations, short quotations, etc. The addresses were made by Assistant Superintendent Meleney, Mr. Hiram Merritt, and others.

There was an exhibit of pupils' work in drawing, design, bookkeeping, sewing, etc. The drawing exhibit of Miss Kelley's pupils, and that in bookkeeping by Miss Hughes' class deserve special attention.

The white-aproned girls of Miss Crane's cooking class told what they knew about cooking, and a trip to the cooking school after the exercises showed the visitors that the girls could put to their knowledge to practical use.

Four hundred girls received certificates, and besides 150 special certificates were given by the principal for attendance on every night of the term. Miss Pierson, in presenting them, reminded the pupils that these diplomas stood for three things: that the recipients had come up to the standard of scholarship demanded by the school; that their deportment had satisfied their teachers in every respect; and that they had been in attendance at least eighty out of the ninety nights of the term.

The school is self-governed. The principal, Miss Mary J. Pierson, calls it the "Guild of the Golden rule, whose badge is worn, not outwardly upon the breast, but inwardly upon the heart." There are no rules, but the principal gives the pupils maxims to live by, and they are encouraged to govern themselves by the force of their own thoughts. There is a band of delegates, one from each class—sixty-four in all—whom the principal meets once each week to consult as to difficulties and remedies. Each delegate is her teacher's helper, and she takes her place if she leaves the room. The delegate is generally watchful, and looks after a sick member of her class, etc. One pupil, who has been very ill, has been visited and helped by the members of her class in various ways. The girls, many of whom are employed during the day, help one another by letting the principal know when more "hands" are needed in shop or store. This idea of self-government is seen at once. "Why," exclaimed one of the superintendents, who recently visited the school, "this is a self-governed school!"

Friday evening of each week is "culture evening," which is devoted to quotations, singing, or lectures by the principal on health, morals, conduct, travel, history, etc. This material is used in composition work during the following week.

On the principle that all work, and no play, is as bad for Jill as for Jack, Miss Pierson arranges pleasant little surprises for her girls. A reading, by Mrs. Kate Douglas Wiggin, was one of the treats of the past winter.

Formerly medals were given for scholarship and attendance, but for four years all prize giving has been abolished.

Each Christmas, for a number of years, Miss Pierson has given each pupil a beautiful calendar, which she gets up expressly for them. Reproductions of pictures from the old masters, and quotations from the best authors are thus brought before these thousand girls every day in the year, and such associations cannot fail to lift them to higher things.

This is the eighth winter of Miss Pierson's principalship. When she first took the school she was entitled to eight teachers; this year they numbered thirty-two. The attendance has been larger during this winter than any year since the school was established, reaching the one thousand mark.

Creditable as is the work in the school, the best things about it are the beautiful spirit of good-will to one another, and the enthusiasm, which cannot be described.

There is no means of estimating the influence of such a

school in this quarter of the city. As Supt. Meleney said, the culture and refinement gained here must have a wide effect.

Miss Pierson has made a careful study of social conditions, in order thoroughly to understand the educational problem. Last summer she was in charge of a children's home at Coney Island, where educational problems were worked out in connection with the home life of children. The teaching of patriotism was made a special feature of the work. Miss Pierson was one of the first to take part in the formation of the City History club. She now is leader of a band of fifty members who study the history of the city; having for their aim the making of better citizens.

### Hints from Grammar School No. 87.

(W. 77th St. and Amsterdam Ave., Principal Edward H. Boyer.)

This school offers an example of excellent construction and organization.

Pure air is secured in abundance by a combined system for heating and ventilation. Fans at the top of the building create a fierce draught. The air, as it enters below, passes over a set of steam pipes and then into the tops of the class-rooms, from which it is drawn off near the floor.

Dust is prevented by the use of a dressing for the floor supplied by the city board of education.

Throughout the building, the light falls over the left shoulder of the pupil at his desk.

Neatness of premises is insured by a "Pick-Up Club," the members of which are sworn not to throw down litters of any sort and to pick up and properly dispose of those that they may find lying about.

Neatness of attire is insisted on. A wretchedly dressed child receives the immediate and effective attention of the principal, on the ground that such a child suffers in his self-respect and thus incurs danger of character deterioration. The parents of such a child are sent for. It is first ascertained whether they cannot or will not provide better clothing. Cases requiring help are met in several ways. The mother is permitted to choose proper garments for her child from a supply kept on the premises and to pay for the same in work when a little extra scrubbing or sweeping or dusting is required. Or the case is reported to a society of Jewish women who have interested themselves in the poor of their neighborhood. Or it is advertised from the school platform and the pupils come to the rescue.

Every precaution is taken not to wound the pride of the pupil helped. No names are mentioned in the publication of cases. A pupil wearing clothing obtained as above does not know its source unless his parents tell him. There is little danger that the clothing will be recognized as that previously worn by another child, as most of it is of regulation make or so changed as not to be known again. The supply originated and is kept up by donations of outgrown clothing from the more comfortable class of pupils. Many are the military uniforms that thus change owners. The charitable ladies before mentioned do their work with as much secrecy as possible and keep their names from publication. A spirit of respect and delicacy animates the entire charitable work of the school. The law is inexorable, however, that no child not properly dressed shall attend the school.

The school fathers also a "Schoolboys' and Business Men's Alliance," the object of which is to furnish business men with intelligent employees and graduates or other pupils of the school, on leaving their studies, with positions. The principal makes himself responsible for the qualifications of recommended pupils. Of more than two hundred boys thus placed, only two have failed to give satisfaction to their employers. In relation to this bureau, the following from a newspaper report is worthy of quotation:

The record of the Schoolboys' and Business Men's Alliance, as it is kept at grammar school 87, shows the nationality, age, class standing, and characteristics of every boy in the school. Promptness, politeness, neatness, alertness, truthfulness, manliness, honor, and such qualities have quite as important a place in the alliance records as standing in the technical ranches mentioned in the school curriculum.

"My idea is," said Principal Boyer, "to make a round peg fit a round

hole. A boy whose qualifications fit him excellently for a grocer's clerk would doubtless be quite unfit for a clerical position, and *vice versa*. Only the other day a law firm sent to me for a boy. I sent for one of my last year's boys and gave him a letter to the lawyers. In it I said that he was an excellent student, was mechanical and correct in figures, possessed a fine logical mind with an excellent memory, but he was the worst writer I ever saw. The lawyers were amused at my letter and at once asked him to write. When they had a sample of his chirography they laughed loud and long and said: 'Well, Mr. Boyer knows what he is talking about.' But they bade him try a typewriter and he produced a letter as correct and satisfactory in composition as they desired.

"I make a point of mentioning the weak quality, if they have one, in order to steer them away from the rock on which their craft might be wrecked. Not long ago the mother of one of the boys came to me for a letter of commendation to one of the dry goods members of our alliance. I wrote the letter to one of the Broadway merchants and in it I specified as to the applicant's promptness, neatness, honesty, and trustworthiness, but added, 'poor in calculating figures.' The mother of the boy objected to the last reference in the letter, but I assured her it was the truth and would be rather a help than a hindrance. She didn't look at it in that light. When she took the boy to apply for work she presented in preference to my letter a letter from the minister of her church, setting forth as many excellencies as an angel might possess. The head of the employment department placed the boy's application on record and was about to dismiss mother and son from his office when the woman produced my letter.

"'This is different, madam,' said he. 'If your boy is ready to go to work I will place him at once. We have more use for live boys than we have for angels.'

"The boy was placed in the parcel department, and has given satisfaction ever since. His inability to master figures would disqualify him for employment at the desk or behind the counter.

"My boys understand that their life record has begun and that the one they make here simply grows into their record as a man."

Some of the teachers in this school adopt the plan of coöperative teaching. When two agree that they would like to try this plan, they request to have adjoining rooms. Then one specializes herself in one of the main subjects of the grade and the other in another. These two subjects are taught to both classes together, the doors being rolled between. While one teacher lectures and quizzes the pupils, the other rests or keeps an eye to the order.

An illustration of this was witnessed with a great deal of interest. Two classes of boys in 6th year took their history and geography together in this way. Miss Selzman took charge upon the rolling of the doors and gave a live talk on the beginnings of the civil war. To begin with, she questioned the boys, to rouse their recollections of what a visitor had recently told them upon this subject. An interesting lecture followed whose substance cemented and supplemented the facts recalled and continued the narrative. More questioning followed upon this matter and a blackboard digest closed the lesson.

Geography followed immediately. This, owing to the unphilosophical construction of the course of study, was upon Europe. If it had been upon the United States, it might have supplemented the history lesson most ably. Miss Stock began with some questions that reviewed previously presented matter and then, with the map before the class and pointer in hand discussed the coast and surface structure of the most important of continents in an interesting way, closing, as did her fellow-teacher, with a review quiz.

Both teachers talked rapidly and the attention of both classes was apparently, that of interest. The boys' answers were intelligent and couched in language that often seemed beyond their years. As there was obviously no memoriter work in this superior phrasing, it argued good language training in the grades below.

E. E. K. WARNER.

#### Announcement.

There will be a union meeting of New York teachers at the Normal college, at 2 p. m., March 27, to show the kind of work the New York teachers are doing.

Dr. Joseph S. Taylor will deliver the lecture on "Child Study" at Clark university, which was given under the auspices of the Association of Female Teachers of Grammar Departments. Dr. Hunter has promised to preside, and to invite his senior class to the lecture, which will be free to all. Dr. Taylor's lectures are popular among the teachers of the city, and a good attendance is expected.

#### Child Study Conference:

##### "Children's Temperaments."

The February conference of the Normal college Alumnae committee on child-study was attended by an unusually large number of mothers and teachers. Miss Emma G. Sebring, of the Teachers' college, read a paper on "Children's Temperaments." She said in part:

The ancients determined by astrology, whether a person were Saturnine, Jovial, or Mercurial. Later the physiological element entered a sanguinary person, being one who was full of blood, choleric having yellow bile, melancholy, black bile, and phlegmatic, phlegm. The latter phraseology is still largely used, though the meaning has been changed. While the physiological side is still considered, the classification is primarily based on the nervous system.

In preparing a schedule of temperaments, four factors must be considered: Great or small excitability, and great or small tenacity. Great excitability, with small tenacity, or the quick, weak temperament corresponds to the sanguinary; great excitability with great tenacity, or the quick, strong temperament, gives rise to the choleric, while the phlegmatic is the slow, weak, and the melancholy, the slow, strong.

In using this schedule for the classification of pupils, Miss Sebring suggests that the terms, quick, weak, etc., be used in preference to the common names, as these are so often misinterpreted. Care must, of course, be taken in this work, as it is almost impossible, as Dr. Merrill said later, "to put human beings into categories."

By a phlegmatic person is usually meant one mentally heavy, though slow response to stimuli is often due to abstraction. Persons of sanguine temperament, while more susceptible, are also less tenacious.

The four temperaments spoken of in the paper have been ascribed to certain periods of life, childhood being the sanguine period; youth, sentimental, or melancholy; maturity, choleric, and age, phlegmatic.

There has also been an attempt made to place whole nations under certain headings, as French, sanguine; German, phlegmatic; English, phlegmatic and choleric; Japanese, sentimental, etc. Here, of course, the classification was made and used only in its broadest sense.

The significance of the foregoing facts to the teacher lies in the knowledge it gives her, of how to treat different children. The sanguine, excitable child needs quiet treatment, and holding back. He should not be paraded and urged on. It is the phlegmatic child who needs stimulation; who needs to be put in touch with the world. How often is the good child, by virtue of his goodness, forgotten and let alone? The naughty, active child is put in charge of things as a means of self-defense, for the teacher, and also because his very nature seems to demand activity. But the slow child should have things to do which will place him in contact with other children. The choleric child should be protected from the exciting cause. Left alone to think over his mistakes, he will come of himself to the stage in which a quiet talk will have the best effect; the melancholy child, on the other hand, should not be allowed to brood over his wrongs. Settle him, and have done.

To see and supply the needs of *each* child, that is true teaching; not to hold back the bright pupil for the dull one, nor hurry the slow one along to keep up with the quick one. Each child is entitled to his share of the teacher's thought. The teacher must strive to develop each child according to the laws of his nature.

In conclusion, Miss Sebring said: "We cannot know how to educate the child unless we study him, with open-mindedness, sympathy, and love."

General discussion followed the reading of the paper. One point made was, that temperament depends largely on physical development.

G. S. No. 19.

Louisa Bruckman, Pd. M.

A detailed outline of the plan proposed for the Greater New York Supplement will be given in a later issue. The present supplement may be regarded as a fairly good illustration of what will be attempted.

## Visit to Boston and Chelsea Schools.

An interesting report of a three days' visit to Boston and Chelsea public schools by Misses Theresa L. Atkinson, Kate L. Walsh, and Sara J. J. McCaffery, three well-known New York principals, has been submitted to the board of education and printed in full in the minutes. It contains a number of valuable suggestions. An ingenious plan of grouping children of large classes, the teaching of reading at Chelsea, and other matters, are described as follows:

"Our first day at Boston was practically useless. A rain and wind storm, lasting, uninterruptedly, during school hours, precluded any visiting, for the reason that on stormy days there is no school. The board of education is in direct communication with the fire department. Throughout the city and its suburbs a bell is rung, which means to parents and children, 'No school. Too stormy.' Should the morning be fine, and a storm come on before the afternoon session, the same signal gives notice that the children are not to return.

"As the school life is practically graded by years, as first year, second year, third year, etc., one can readily see that the interruption is comparatively slight, when contrasted with the sanitary advantages. The average attendance, too, does not suffer, and the punctuality and progress are satisfactory. We thoroughly appreciate the usefulness of some such method in our own city on a day of storm or heavy snowfall.

"Our second day was spent in Chelsea. We found ourselves at 9 a. m. in the Broadway school, which houses children of first through third year, and which, in many respects, is like our own primary departments and primary schools. We were particularly attentive to the reading of the children, and were pleased, beyond measure, at the successful working of methods employed. Great care is taken to teach words as symbols, and not as empty sounds. The articulation of the children, their facial expression, the intelligent transmission to the listener, the ability to grasp quickly the entire sentence and its meaning, are remarkably well developed, and one can readily see that the careful way in which the work is begun must accomplish the very best results.

## THE CHELSEA PLAN OF GROUPING PUPILS.

"Much of this efficiency is due to the fact that every classroom is a school within a school. In the beginning of the year the teacher groups her pupils in such a way that those of approximately equal facility in the grasping of ideas, and who can keep together, and be helpful to each other, are put in the same group. The classes number from fifty to sixty. According to their order of capacity, the pupils are classified as first group, second group, third group, etc., ten or twelve completing a group, making four or five groups in a year's work. Thus the children are graded not so much according to knowledge as according to ability to work together with others.

"In this method of grouping are displayed the individuality, tact, force of character, training, and skill of the class teacher, who, while busy with any one group, has prepared work of various kinds best suited to each group. Every child learns the importance of being busy, and is put in the way of doing for himself, and, better still, he realizes that the work allotted to him is that in which he is deficient, or that in which he needs to be strengthened.

"The best of discipline was visible, each child so busy, so well employed, and so interested in accomplishing his share of the work that he had not one idle moment, and so there was neither distraction nor disorder.

"This grouping impressed us as affording excellent means of giving each pupil sufficient work, while leaving time for the teacher to give personal attention where most needed, and the work does not become uninteresting or irksome while waiting for slower pupils.

"Toward the end of the year it is the experience of the class teacher that all are ready to go on with the next year's work, and it has been recorded that some in the lower groups developed so rapidly at the end that they were found ready to enter the first group of the new school year.

## THE READING OF THE CHILDREN.

"It was a pleasure to watch the reading of the first year children. They readily grasped the idea from the cold, and uninteresting typewritten pages, because the initial work was so good, and so much time had been given to the importance of thought expression through vocal expression. In the higher classes the aim was to give pupils a taste for literature in its highest and best forms. This was our observation in the 'Carter' school, Chelsea.

"In the Chelsea schools the first two weeks of school-life is spent entirely in development of language in a natural and conversational form. The teacher leads up from simple answers of single words to various forms of sentence expressing the same thought. With this preparation, the printed and the script forms are always presented in complete sentences. At the end of five months books are used. Before the books are distributed the new and difficult words are brought out in original sentences, written out and spelled, and become familiar by association of the thought with the word and its form. Number as such is not touched upon until the last part of the year, but casually and intuitively much is done in number work.

"The eagerness of the children to do the work is a notable feature. After a while every child is anxious to work, particularly in the reading lessons. No matter who may be called



SARA J. J. McCAFFERY, PRIN. PRIMARY SCHOOL NO. 16.

upon, all are ready to explain the meaning of the text. There was silent, rapid, thoughtful sight reading—no hesitancy. Paragraph after paragraph was first read silently, and then orally, and at almost a glance, children of ten and twelve years gave the full meaning, told the whole story; there was not a single omission. And yet some paragraphs were uninteresting and parenthetical. Certainly the reading in the Chelsea schools is well worthy of commendation.

## THE FRIEND OF TEACHERS AND PUPILS.

"We feel we must say one word in regard to Supt. Davis. He may well be proud of his work in Chelsea, and Chelsea has every reason to be proud of him. School children and teachers alike appreciate him as their best friend. The atmosphere of every room gave testimony of this fact. Every boy and girl, and every teacher looked, and seemed to feel that his presence was helpful, and the subject presented was all the better in its presentation through his little hint or word of encouragement. This was to us a new phase in the relation of superintendent to pupils and teachers, and it made a most favorable impression upon us; we were glad to find that the children and teachers were so comfortable and happy in their relations with their school superintendent.

## BOSTON SCHOOLS.

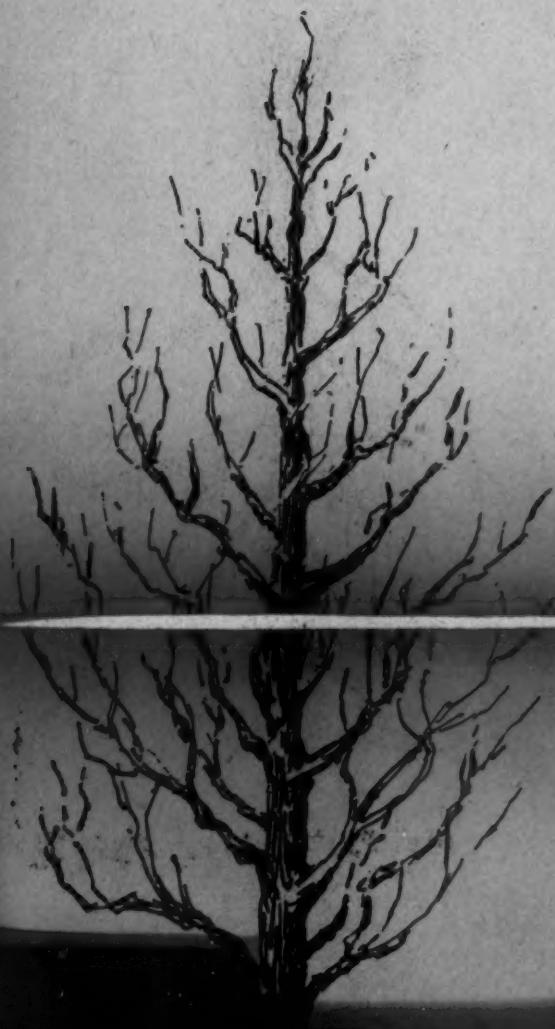
"Our third day was spent in some of the schools of Boston, and we found about the same conditions in the various studies as exist in the schools of our own city. The primary children are in separate buildings, but within sight of the grammar schools. This seems to be an excellent plan. The little ones are by themselves, but within sight and reach of the older sisters and brothers. A majority of the buildings are two stories high, and have light and sunshine on all sides. In Dorchester, South Boston, there are eight buildings devoted to different parts of the school proper, and these are within reach of each other. None are without light and sunshine on every side, and all are only two stories high. In every classroom throughout Boston and Chelsea individual desks and plenty of aisle space are found, giving ample room for physical culture and busy work. All are mixed classes from first year through school life.

"In conclusion, while we feel amply compensated for our visit, we feel that three days' time is too short. We could have spent a week most profitably in the study of the schools."

Theresa L. Atkinson, principal primary department, G. S. 89; Kate A. Walsh, principal primary department, G. S. 28; Sara J. J. McCaffery, principal primary school No. 16.

Sample copies of this issue may be had by addressing Mr. J. H. Brown, care of E. L. Kellogg & Co., 61 East Ninth st., New York.







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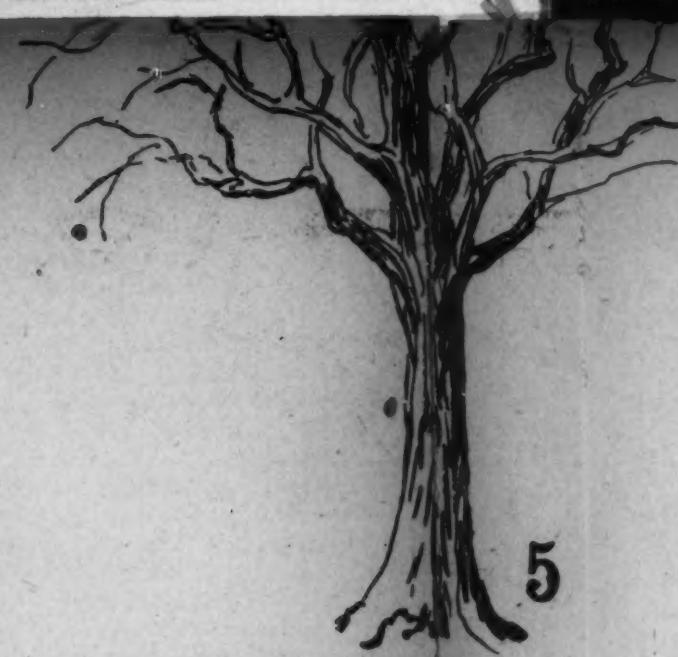


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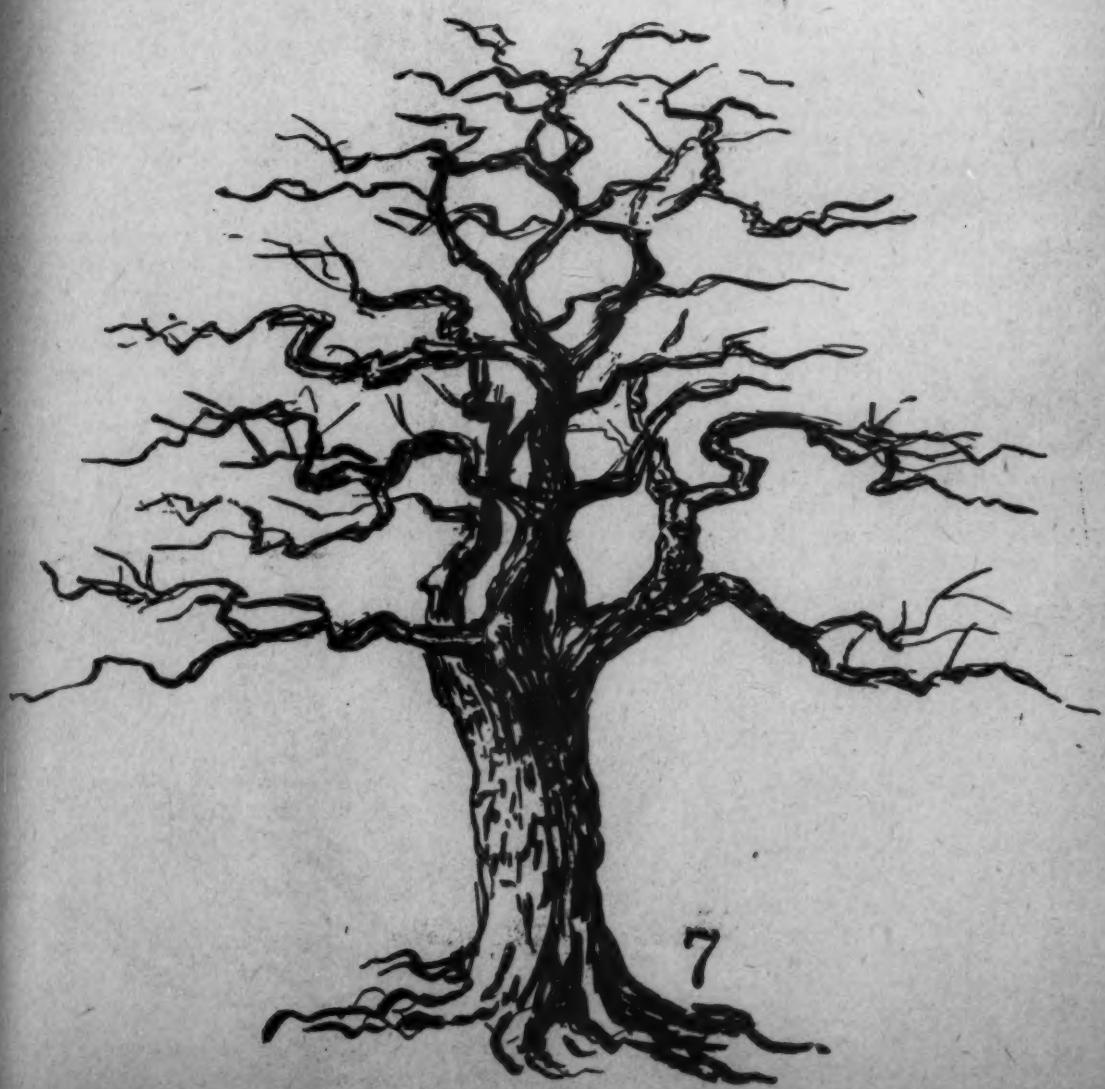




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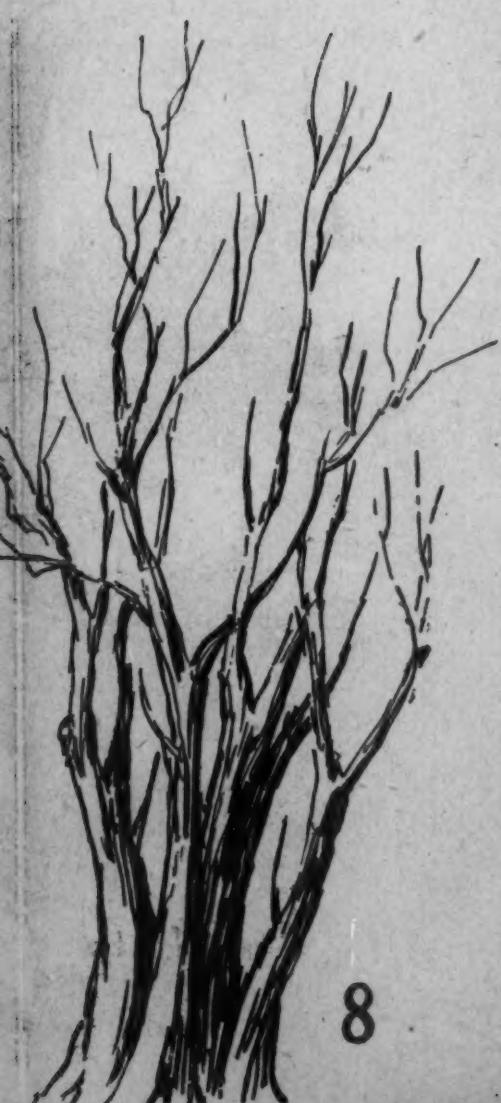
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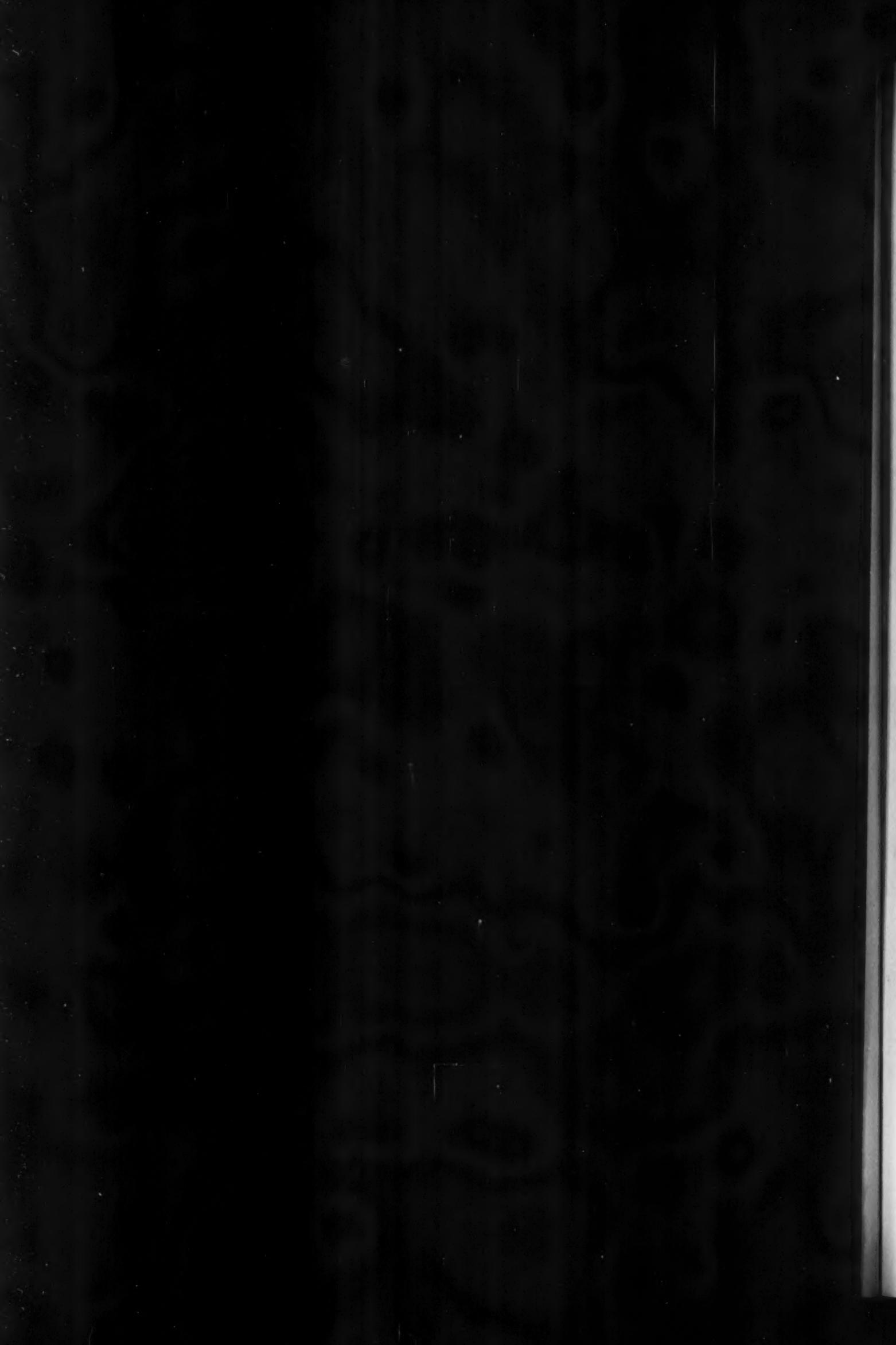
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Supplement to THE SCHOOL JOURNAL, March 13, 1897.

**The Branching**



1. Palm
2. Spruce
3. Poplar
4. Black Oak
5. Ash
6. Elm
7. White Oak
8. White Birch



## The School Journal.

NEW YORK &amp; CHICAGO.

WEEK ENDING MARCH 20, 1897.

With this monthly "Method Number" is sent out a Greater New York supplement of eight pages to which particular attention is invited. We are sure that progressive educators everywhere are interested in the educational life in the great metropolis of our hemisphere and will appreciate the extra sacrifices made by the editors and publishers to provide this special feature.

What can imagination do in education? Indeed, what can it not do? The Great Teacher called for the employment of the imagination in the parables He uttered. Read them and see. Just now, with Arnold's "Forsaken Merman" before me, the question comes up, Who has used this wonderful poem? True, there is no merman nor mermaid. So much the easier to bend the circumstances to develop the moral. Keep the parables in mind, that of the Sower, for example. The presentation of truth is the object, generally some universal truth. Before one reads the poem referred to in his school, let him ask: Why did Arnold write this? Read it, and see if it affects you; if it does not, it will not affect your pupils.

The report of the Indianapolis meeting of the Department of Superintendence, N. E. A., will be concluded in *The School Journal* next week. The same number will contain eight pages of educational news notes, special correspondence, and interesting reports of various lines of educational activity in different parts of this country.

The period of childhood is the time when lifelong habits are formed. If a mother should allow her children to form untidy habits by running about unwashed, and in soiled clothing, she would be censured, and justly so. How much more does an educator deserve censure, who, instead of taking measures to stop and prevent evil, stands idly by, while the souls of his pupils are being tainted by the contamination of sinful intercourse and actions.

What relation has the school to the moral tone of the community? This is the question for the National Association, and yet, it is doubtful whether it will be discussed. It is a statement no one will deny, that the moral tone in England is far superior to that prevailing in America; and yet the schools are superior here. But can we have good schools and a poor moral tone? Can we hope that bye-and-bye the good schools will produce a good moral tone? Are we so certain we have the better schools? The educational machinery is certainly finer. But is not the moral tone the end and aim of having schools? "The chief end of man is to glorify God" was the way our forefathers put it—going to school and everything else. There could not help but be a moral tone where this was the case.

The present number including the special supplement, contains sixteen extra pages, making forty in all.

## The Growth of Crime.

Sociologists in America have been notifying the world for several years that crime is steadily increasing. A good many persons have heard the statement, and have merely considered it as they consider weather predictions—as not affecting their business, and, therefore, not to be worried over. Practically, the prisons are better tenanted, the courts are busier, safe-deposit vaults are increasing, more policemen are employed, and windows and doors are heavily barred at night in city and hamlet.

The yearly report of the magistrates in this city confirms the estimates of sociologists; crime is increasing more rapidly than the population. For example, the population in this city has increased 33 per cent., and crime 50 per cent. And the increase is remarkably in the case of serious crimes; that is, there are far more felonies committed than formerly. In 1886 the felonies were 4,000; in '96, 7,000.

Another feature is that a larger proportion of crimes is committed by young persons; youths are now guilty of robbery or burglary. Again, there is an increase of women guilty of felonies, sixteen being tried for burglary. Along with crime, suicide always keeps pace. In a community where there is little or no crime there are few or no suicides. In this city, in 1886, eight women and 106 men were charged with homicide; in 1896, ten women and 168 men.

It is noticeable that all these criminals had more or less of the education our public schools supply so freely. It cannot be inferred that the possession of this ability to read and write made them criminals. If the compulsory law is put in force, the criminal cannot but be more or less educated. If we must have criminals, educated criminals are to be preferred to ignorant ones. We doubt whether there is any solid connection between 3R education and crime; as we have just said, if the compulsory law is put in force, in a few years all criminals will have a 3R education. If the law commands all men to wear cutaway coats, then all criminals will wear cutaways.

That the public schools should be active in preventing our youth from becoming criminals is a proposition all will admit; that they are not doing what might be done, all will admit likewise. The consideration of this subject might well employ the National Association this year for its entire session in all its departments. Attention has been called to the absence of the ethical in the aim of the public school. The Catholics, especially, point this out; they have prophesied the present results. It would be interesting and valuable to have statistics concerning the schools criminals of all kinds have attended; whether public, parochial, or private, and the amount of education. We lack, too, a history of criminals. The state ought to get a minute account from every criminal (not to be published with name and incidents, of course), as to ascertain with some precision the cause of crime, at the outset.

The great defect in our American educational process is the trusting to good fortune for the development of the ethical; the teacher does not hold himself responsible for the training of his pupils to do right. This is not stated too broadly. The effect is to have good order, of course; but if the reason is asked why

good order is sought, it will be replied that progress in studies cannot otherwise be made. What is the supreme object of the school? We must admit it is of an ethical nature. But if the superintendents of New York, Brooklyn, and Chicago, and even Boston, be asked if, in their examination of the schools, they make this supreme, they will certainly say no; they make useful knowledge, mental discipline, supreme. They want the pupils to do right, of course; they demand that the teachers set a good example; but both superintendents and teachers aim at the 3R's and leave the ethical to the parents, to the Sunday-school, the church, and good fortune in general.

With the statistics given in a preceding paragraph before us it is well worth inquiring whether American educators are ready this year to take up the consideration of this pressingly important matter; a matter of more over-shadowing interest than any other. It is probable that Supts. Jasper, Brooks, Lane, if asked as to the possibility of making the ethical the first aim in the schools in their cities, they would say that it was impossible to have religion taught. But does this meet the case? We think not.

In American schools the means relied on are wholly the personal influence of the teacher, together with his example. And, yet, vast numbers every year are licensed to teach, and no examination is made to see whether they have employed personal influence to start their pupils on ethical tracks.

But there is another great failing. We have said the American teacher relies on personal influence and example to attain ethical results, and this has been true until within the past few years. It has finally been perceived, by a study of pedagogy, that the instruction given in the schools is a powerful means of producing ethical results. So long as it was bare 3R instruction there was no tendency given to the mind; it did not act at all as a stimulus in any direction whatever. It has been perceived that the knowledge must arouse feelings, desires, and end in resolutions. All human beings come under the control of convictions, which take the form of maxims or dogma. These convictions arise from ideas which have aroused feeling. Now ideas can be aroused by the teacher; if a real teacher, he can and will cause interest; thoughts that interest will be retained, reviewed, pondered upon, and produce resolutions and determination to act.

This fundamental principle has not been kept in view. The teacher has aroused an interest that the pupil should know more; that is one thing; but that is wrong. The teacher arouses an interest, so that a love for the subject matter itself appears; that is another thing. Pupils of six, seven, and eight years of age have been seen who have been drilled to add columns of figures with surprising quickness. What was the motive?

The instruction given is then a most important factor in attaining ethical results. Herbart says, "out of the thoughts arise feelings, and out of them, principles and modes of conduct." The pupil must have thoughts that interest him; interest is, therefore, the immediate purpose of instruction. It has been with us, however, of little account, except to make acquirements.

The growth in crime has not come from a want of personal sympathy; every teacher wants his pupils to turn out well. But may the teacher rightly expect to have an ethical foundation by this personal sympathy? Must there not be determinations? How are determinations reached? These are fundamental questions, and well worth pondering upon.

#### A Novel Method of Drawing Relief Maps.

A brief description appears in "Nature" of Pauling's new and novel method of drawing relief maps, which is pronounced a great advance on any system now in use, both in respect of accuracy and ease of execution. The map is said to be, in effect, a closely contoured map, printed on silver gray paper, the contour lines being white where illuminated by a source of light, supposed to be 45 degrees above the western horizon, and black elsewhere. Level plateaus and slightly sloping areas are thus represented by the natural, gray color of the paper, steep declivities toward the west being lightened by the closely-drawn white lines, and, toward the east, correspondingly darkened by the black lines, the departure from the normal gray showing more the closer the lines, that is, the steeper the slope. Thus, the Pauling method has the merit of giving a clear idea of steepness, derived from the contour lines themselves, and the additional advantage is presented of avoiding the confusion produced by the shadows in some modern maps, where the illumination is supposed to come from the horizon.

#### Miss Finch Honored.

Lewiston, Me.—The people of the town have been much exercised of late over the poor municipal government. A number of mass meetings have been held, which have resulted in the formation of a citizen's ticket for members of the school board, made up of men—and one woman—of sterling worth. The lady nominee is Miss Adelaide V. Finch, principal of the training school. Miss Finch is the first woman to be nominated for that position in Lewiston.

#### Sanitary Inspection of Schools.

Albany, N. Y.—A bill has been introduced in the legislature by Mr. G. W. Wilson, of Kings county, which is intended as an amendment to the public health law. It provides that the boards of health of every city, town, or incorporated village of the state shall inspect every public building and school house, and see that they are kept in a proper sanitary condition. The ventilation shall be so arranged that at least twenty cubic feet of air shall pass from the building per minute, and the same quantity of fresh air be admitted, for every person that the building or school-house can accommodate. Inspections shall be made at least once in every six months, and they may order such improvements as they deem necessary. For the purpose of enforcing the provisions of the act the various boards of health may appoint such assistants or inspectors as they deem necessary.

#### Religious Garb Trouble.

Albany, N. Y.—State Supt. Skinner has decided to withhold the state moneys which would have been paid to the school authorities of Watervliet on March 16 until after his decision in the matter of the appeal of residents of that town from the refusal of the board of education to issue an order compelling the religious sisters employed in one of the public schools to discontinue the use of their religious garb. He has granted the board twenty days additional time, making thirty days in all, in which to answer the charges made in the appeal.

#### Teachers Want Pensions.

It is reported that there is an organized movement afoot in Minnesota to ask for the passage of a state law providing for the payment of pensions to teachers who have taught in the public schools twenty-five years continuously, the fund for the payment to be raised by a tax of 1 per cent. on their salaries. This is expected to pay about \$300 per year to each pensioner. A number of teachers' associations have appointed special committees to look after this matter.

#### The Teacher's Temper and the Color of Her Dress.

New York.—Speaking on the influence of color before the Rainy Day club, Miss Caroline Chapman, of New Jersey, expressed the opinion that a teacher wearing a dress of unrelieved red would find her pupils naughty and mischievous; a teacher all in white would have scholars inane and dull, while a hostess gowned in yellow, giving a yellow luncheon, would find her guests discussing unhealthful "problems" of the day, and finally asking if life was worth living anyway.

In corroboration Dr. Ellen Miles told of her experience as a teacher in her young days. She dressed, as she thought, very becomingly, in a red gown, with red ribbons, only to be told by one of the young hopefuls in her class that he wished she would not wear red, for she was always cross on her red-gown days. The impression made on the scholars was so strong that in later years one of these pupils, grown to be a man, meeting her one day, asked her if she remembered the red gown, with its red ribbons, and the scholars' comments upon its effect on her temper.

#### New School Buildings for Tonawanda.

At a special election, held March 13, it was voted that the village of Tonawanda be bonded to the extent of \$40,000, for the purpose of building a high school, and a new public school in the Gastown district.

## Department of Superintendence, N. E. A.

INDIANAPOLIS MEETING.

(CONTINUED.)

The report presented by Dr. Hailmann (printed in *The School Journal* last week) was discussed by Professor Edward R. Shaw, dean of the school of pedagogy, New York university, who spoke as follows:

The report of this committee emphasizes the higher aim of the school. If I have been able to analyze the report correctly, it embodies two ideas: First, the Froebelian idea of beginning with play, and passing from this through purposeful effort to produce creative work; in other words, the report lays stress upon the necessity of the self-directed activity of the pupil in every exercise which the school imposes upon him.

To evoke self-effort on the part of the pupil is the highest achievement of all method. The reason for this lies in the fact that many more phases of will are thus developed, and greater mobility is given to each series of ideas which the teacher seeks to develop in the child's mind, as well as a greater power to the manifold inter-connection of these ideas. The whole content of the mind is directed or brought to bear upon the solution of any question presented, or upon the acquisition of new knowledge, when the self-effort of the pupil is evoked in fullest measure by the teacher. It is through self-effort that the child makes the most intelligent, the quickest, and the surest progress. It is difficult, we must admit, to evoke in teaching this self-effort of the pupil. But in the degree in which a teacher is able to do this, in that degree is teaching easier, in that degree is teaching more efficient, in that degree are its results more abiding. We must remember the part that an important factor contributes, when the bringing forth of self-effort in the highest sense is made the fundamental principle in teaching. That part is the state of feeling, pleasureable in themselves, which accompany all properly directed self-effort, and which give the highest efficiency to the more purely intellectual processes. The importance, then, which this report attaches to the value and the necessity of the self-directed activity of the pupil in acquiring such an education as our schools may give, is a point which all engaged in the work of education must concede, and a point which cannot be too strongly, or too often forced upon the attention of teachers.

The second idea in this report is that of social co-operation on the part of the children in all their exercises, in order to develop in them a high regard for altruistic ends, and the sinking of selfish considerations in this desire and effort for the common good. To this idea, also, we must give our hearty assent, but at the same time we cannot refrain from questioning whether this second aim which the report places before us is full enough; whether there is not another point which the report should have provided for. We may question whether the report does not lay too much stress upon sinking the individual for the sake of the end of practical good will and benevolence towards all, and does not lay stress enough upon individual ideals; how these may be formed, and the self-realization of these ideals. To be brief, the report does not lay stress enough upon the realization of the self.

The main aim of the report is admirable, and the time has come for turning more forcibly the attention of all who superintend, supervise, and teach our schools, to the fact that the schools, besides giving intellectual development, should have a higher aim than this, an aim transcending that of mere intellectual equipment, namely, a truly moral aim. The Herbartian movement in this country to which we are indebted, not only for much clear light, but also, I must say, in passing, for no little confusion, has called attention especially to the ethical aim of the school; it has brought into the professional consciousness of American teachers a higher ideal, in that it has urged that the ethical aim of the school is the highest one. With this idea now taking root, this report is most timely in calling further attention to the idea, and seeking to give it a firmer hold in the consciousness of the teachers of this land.

The purpose, then, of the report, and its presentation before this department is admirable and timely, and could it be made

to emphasize more strongly, how, alongside of individual, practical good will and benevolence, individual ideals might be formed, these ideals realized in the self of each youth, I could give it my strongest commendation. I doubt not but that the committee will see this, and if the matter is carried further by this department, attention in future dealing with this matter will be given to this point—the implanting of high ideals and their self-realization.

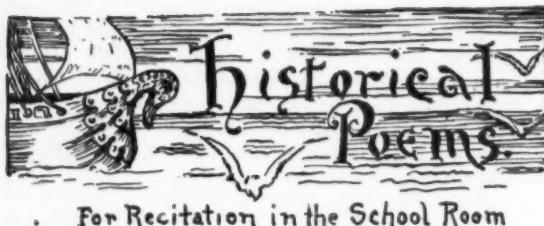
But with that part of the report which deals with the collection of data, I do not find it so easy to assent. We have here a scheme, or stupendous plan, proposed for the collection of data, and, frankly I must say at the start, that I cannot see how this collection of data is to be accomplished. Does the committee intend that the proposed commission shall print the data it collects in a large volume for circulation? Would it be a volume of 300, or 400, or 500, or more, pages? This is a very large undertaking, and I do not see how, practically, it can be accomplished. But suppose the commission should collect large quantities of data, and issue them in a volume? Is this the best means that can be used to lead teachers to appreciate the great aim which the report emphasizes? Such a mass of data, consisting largely of descriptions of class-work and typical samples of children's work, would be, I believe, confusing and misleading to teachers; they would be unable, from its perusal, to derive the general principles inhering in those data. It may be replied that this is concrete presentation, and that out of this concrete presentation the abstract generalizations will grow. To my mind, the educational principle, "the concrete before the abstract, or the surest way to the abstract, is by means of the concrete"—breaks down at this point. Such a collection of data would, I believe, lead to a great deal of rote work, and imitation, on the part of teachers, and because of this mass of confusing detail, they would fail to see the larger problem, which it was the intention of the collectors of the data to place before them; it would lead to narrower work, and would not prove the stimulus intended. I do not believe, then, that the stimulus towards the realization of the higher aim of the school can be imparted by a collection of data. If we could have a commission that would formulate clearly this higher ethical aim of the school, a commission that would go over the whole ground philosophically, and state in clear and cogent language the general guiding principles to be followed in making the work of the school ethical, in the end much more would be accomplished than by placing before the teachers of this country a collation of data. The statement of these principles would point the way, and give each teacher the greatest freedom to work out in an individual manner the means to be employed with each class and with each school. This end is to be attained, not by following the specific exercises of any teacher, but it must be an outgrowth of the spirit, and aspiration on the part of the teacher, who has become thoroughly imbued with these ideals. The end, then, is to be achieved, I believe, through that larger spiritual stimulus, that would call forth, through liberty and inspiration, the best way that every teacher could devise. In achieving such an end, the letter killeth, but the spirit giveth life.

### Meetings of Educational Associations.

April 1, 2.—North Nebraska Teachers' Association at Norfolk.  
 April 1, 2.—Southeastern Nebraska Educational Association at Beatrice.  
 April 1, 2, 3.—Northern Indiana Teachers' Association at Elkhart. W. R. Snyder, Muncie, president.  
 April 2, 3.—Michigan Schoolmaster's Club at Ann Arbor, Mich.  
 April 3.—Southwestern Iowa Teachers' Association at Council Bluffs.  
 April 8, 10.—Southern Indiana Teachers' Association at Franklin.  
 April 14, 15.—Alabama State Teachers' Association at Birmingham.  
 April 19-21.—Meeting of International Kindergarten Union at St. Louis, Mo.  
 April 20, 22.—Ontario Educational Association at Toronto. President, John Dearness, London; secretary, Robert W. Doan, Toronto.  
 April 21-23.—Western Drawing Teachers' Association at St. Louis, Mo.  
 April 31.—Western Nebraska Teachers' Association at North Platte. President, Miss Bonnie Snow, Minneapolis, Minn. Secretary, Miss Frances Ransom, Saginaw, Mich.  
 June.—Meeting of the University Convocation of the State of New York.  
 June 30, July 1, 2, 3.—New York State Teachers' Association at New York. Charles E. White, Syracuse, president; S. F. Herron, Elizabethtown, secretary.  
 July 6, 7, 8.—New York State Music Teachers' Association at Binghamton. Dr. Gerrit Smith, 573 Madison avenue, New York, president; Walter J. Hall, Carnegie hall, New York, secretary and treasurer.  
 July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.  
 July 9, 12.—American Institute of Instruction at Montreal.

### Summer Schools.

Martha's Vineyard Summer Institute. Address W. A. Mowry, Hyde Park, Mass.; Pres. A. W. Edson, Worcester, Mass., Manager School of Methods.  
 Harvard University Summer School. Begins July 6. Address M. Chamberlain, Harvard University.  
 Summer School of the University of the City of New York at University Heights, July 5-Aug. 13. Pedagogy Courses, July 12-Aug. 20. Address Chas. L. Bliss, New York University, New York City.



(For recitation in Grammar and High Schools.)

## The Fountain of Youth.

A DREAM OF PONCÉ DE LEON.

By Hezekiah Butterworth.

No noble dream ever will perish,  
No high aim will miss its reward,  
For every true hope that we cherish  
Is an iris of promise from God.

## I.

There lived in Léon a gray sailor,  
Old Poncé, a poet, was he;  
And twice he had left the Azores,  
In quest of far isles of the sea.  
He was wafted past islands of spices,  
As bright as the Emerald floods,  
Where all the country seemed singing,  
So thrilled were the birds in the woods.  
The sea was as clear as the azure,  
And so deep, and so pure was the sky  
That the jasper-walled city seemed shining  
Just out of reach of the eye.  
By day his light canvas he shifted,  
And rounded strange harbors and bars;  
By night, on the full tides he drifted  
'Neath the low-hanging lamps of the stars;  
And twice he had found the Bahamas,  
And when the sea gardens were gone,  
He had said: "I shall go o'er the waters  
To die, but the isles will bloom on."  
Near the glimmering gates of the sunset,  
In the twilight, empurpled and dim,  
The sailors uplifted their voices,  
And sang to the Virgin a hymn.  
"Thank the Lord!" said old Poncé, the sailor,  
At the close of the rounded refrain;  
"Thank the Lord, the Almighty, who blesses  
The ocean-swept banner of Spain!  
The shadowy world is behind us,  
The shining Cipango before;  
Each morning the sun rises brighter  
On ocean, and island, and shore.  
And still our spirits grow lighter,  
As prospects more glowing unfold;  
Then on, merry men, to Cipango,  
To the West, and the regions of gold!"

## II.

There came to old Poncé, the sailor,  
Some Indian sages, who told  
Of a region so bright that the waters  
Were sprinkled with islands of gold.  
And they added, "There Bimini rises,  
A fair land of grottos and bowers,  
And a wonderful fountain of healing  
Upsprings from its gardens of flowers.  
That fountain gives life to the dying,  
And youth to the aged restores;  
They flourish in beauty eternal,  
Who sail from those life-giving shores.  
Then answered old Poncé, the sailor:  
"I am withered, and wrinkled, and old;  
I would rather discover that fountain  
Than a country of diamonds and gold."

## III.

Away sailed old Poncé, the sailor,  
Away with a heart winged with glee,  
Till the birds were more rare in the azure,  
The dolphins more rare in the sea;  
Away from the shady Bahamas,  
Over waters no sailor had seen,  
Till again on his wondering vision  
Rose clustering islands of green.  
Still, onward he sped, till the breezes  
Were again odor-laden, and lo!

This poem was read by Mr. Butterworth at an "Authors' Reading" in Boston, on March 2, 1897.

A country embedded with flowers,  
A country with rivers aglow.  
More bright than sunny Azores,  
Antilles, or the islands of June.  
"Thank the Lord!" said old Poncé, the sailor,  
As his anchor dropped down 'neath the moon.  
"We have come to a region, my brothers,  
More lovely than earth, of a truth;  
And here is the life-giving fountain,—  
The beautiful fountain of youth."

## IV.

Then landed old Poncé, the sailor,  
Unfurled his old banner and sung;  
But he felt very wrinkled and withered,  
All around was so fresh, and so young.  
The palms ever-verdant were blooming,  
Their blossoms e'en margined the seas;  
O'er the streams of the forests bright flowered,  
Hung deep from the branches of trees.  
"T is Easter!" exclaimed the old sailor;  
His heart with rapture aflame;  
And he said: "Be the name of this region  
As Florida given to fame.  
T is a fair, a delectable country,  
More lovely than earth of a truth;  
I shall soon partake of the fountain,—  
The beautiful fountain of youth."

## V.

But wandered old Poncé, the sailor,  
In search of that fountain, in vain;  
No waters were there to restore him  
To freshness and beauty again.  
And his anchor he lifted, and murmured,  
As the tears gathered fast in his eye,  
"I must leave this fair land of the flowers,  
Go back o'er the ocean, and die."  
Then back by the dreary Tortugas,  
By the Azores, never so fair,  
He was borne on cerulean waters,  
To the calm of his own native air.  
And that he grew older and older  
His footsteps, enfeebled, gave proof;  
Still he thirsted in dreams for the fountain,  
The beautiful fountain of youth.

## VI.

One day the old sailor lay dying,  
On the shores of a tropical isle,  
And his heart was rekindled with rapture,  
And his face lighted up with a smile.  
The Azores arose in his dreaming,  
Antilles, with their sun-fruited trees,  
Fair Florida's calm Easter morning,  
In the light of the opaline seas,  
And, as in his dreaming, uplifted  
The widening horizons of old,  
There broke on his wondering vision  
The city of jasper and gold.  
"Thank the Lord!" said old Poncé, the sailor,  
"Thank the Lord for the light of the truth,  
I now am approaching the fountain,  
The beautiful Fountain of Youth.  
Still, still the horizons are rising,  
The waves of a wider sea roll,  
And all the bright hopes I have cherished  
Await the far voyage of my soul."

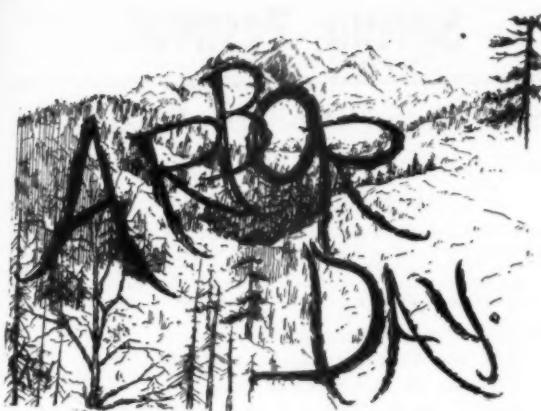
## VII.

The cabin was silent; at twilight  
They heard the birds singing a psalm  
And the wind of the ocean, low sighing,  
Through groves of the orange and palm  
The sailor lay still on his pallet,  
'Neath the low-hanging vines of the roof  
His soul had gone forth to discover  
The beautiful Fountain of Youth.

## VIII.

And so methinks it is ever,  
As the wide waves of destiny roll,  
There are fountains of life for all visions  
In the infinite voyage of the soul.  
And though our fair Floridas vanish,  
And the forms of bright visions depart,  
Yet, some day, each soul will discover  
All fountains that spring from the heart  
No noble dreams ever will perish,  
No high aim shall miss its reward,  
For every true hope that we cherish  
Is an iris of promise from God!

Hezekiah Butterworth.



## What We Owe Trees.

By Eleanor Root.

(Sixth and Seventh Grade children may read and reproduce.)

Did you ever stop to think how much we owe to trees? Let us see.

You have learned in school that trees purify the air by taking out of it gases which are hurtful to man, and also that they purify the springs of water at their roots; consequently, you understand why it is that terrible fevers have so often followed the cutting down of forests in a new country. But do you know, too, that the health-giving quality of trees is only one of their many virtues?

Not the least of these is the prevention of floods, and the droughts which follow floods. You will wonder how this is. Now you know if you hang out a piece of wet cloth in the sun and wind it will become quickly dry. The water in it has evaporated. So it is with the open spaces where there are no trees. And the moisture, which has all at once been absorbed by the air, is discharged in torrents instead of in gentle rains, as would be the case if there were trees and it was absorbed gradually. Here again comes in the question

of health, for floods and droughts are as hurtful to man as the soil which suffers from them.

A way in which trees help us greatly, which is not often thought of, is by preventing so great extremes of heat and cold as there would otherwise be. Your geographies tell you how the ocean equalizes the climate of places upon it. It is upon the same principle that trees modify climate, though in a lesser degree.

Their effect upon desert land should be spoken of as well. It has been found that where trees have been planted to keep off the winds of the ocean from such land, that in a short time crops have been able to be raised. This is because the winds take up moisture very quickly. When they cease to blow, therefore, or blow less hard, the rainfall is increased. Indeed, it has been thought that even the terrible Sahara desert, itself, might be made fertile by planting trees. It is known that springs of water in the oases disappear if the trees are for any reason destroyed, and also that new springs appear in the spots where they have been made to grow.

None, perhaps, can appreciate so fully their loveliness and charm as those who have crossed the desert plains of the great West. How the passengers on the overland train crowd about the little plats of grass (carefully guarded by iron fences)! Where trees are growing, while such exclamations as "O, don't they look good?" "How it rests one to see those trees!" "I never appreciated trees before!" are heard on every side.

Now of their use as homes for birds and animals:

See that nest on the top bough? Hear those robins twittering from the leafy sprays above our heads, while from bough to bough dart the nimble squirrels, peering at us with sharp eyes as much as to say, "O, you poor people, you have to be shut up in boards, and bricks, and roofings. You are to be pitied! Don't you envy us, and wish you were as free as we?" And the woodpecker taps, taps away on the old trunk industriously getting his dinner. Ah, these, our lesser brothers and sisters, would be bereft indeed were they deprived of their leafy habitations!



"The teacher made the figures on the sanded floor with her rod and her pupils with their square pieces of birch-bark and bits of charcoal copied the sums she had given them."—*Records of Oxford, Mass.*, MARY DEWITT FREELAND.

Courtesy of New England Mutual Life Insurance Company.

## Have You Planted a Tree?

(For Third to Seventh Grades inclusive.)

What do we plant when we plant the tree?  
We plant the ship, which will cross the sea,  
We plant the mast to carry the sails;  
We plant the planks to withstand the gales—  
The keel, the keelson, and beam, and knee—  
We plant the ship when we plant the tree.

What do we plant when we plant the tree?  
We plant the houses for you and me;  
We plant the rafters, the shingles, the floor,  
We plant the studding, the lath, the doors,  
The beams and siding, all parts that be;  
We plant the house when we plant the tree.

What do we plant when we plant the tree?  
A thousand things that we daily see;  
We plant the spire that out-towers the crag,  
We plant the staff for country's flag,  
We plant the shade from the hot sun free;  
We plant all these when we plant the tree.

—Henry Abbey.

## Pussy Willows.

By Marianna C. Ganes.

Baby Tommy stroked them, gently,  
All his tiny arms could hold,  
"Cuddle close to me," he whispered;  
"Dear tree-kittens must be cold."

2.

"Tree-tops are no place for kitties,  
'How you came there?' O, I see!  
'Twas that hateful old dog, Violet,  
Scared you up into the tree."

## The Little Girl That Grew Up.

She was sitting up straight in a straight-backed chair;  
There wasn't a snarl in her shining hair,  
There wasn't a speck on her dainty dress,  
And her rosy face was full of distress.

When I drew near to this maiden fair,  
She suddenly rumpled her shining hair,  
She suddenly crumpled her shining hair,  
Uplifted her voice in a wail most sore.

"Now, what is the matter, my pretty maid?"  
"I'm all grown up!" she dolefully said,  
"And I'm lonesome, as lonesome, as lonesome as can be,  
For Humpty Dumpty and Riddle-Me-Ree."

"There's Little Boy Blue, who used to creep  
Under our haystack, and fall asleep;  
He isn't my friend since mother dear  
'Did up' my hair in this twist so queer!"

"And the Dog and the Fiddle, they left me, too,  
When the baby into a woman grew;  
The Dish was hidden away with the Spoon,  
And the Cow has stayed at the back of the Moon.

"The Little-Old-Woman-who-Swept-the-Sky,  
Is caught in her cobwebs, high and dry;  
And Jack and his Beanstalk I cannot find  
Since I began to improve my mind.

"I wouldn't be scared—not a single mite—  
If the Bugaboo I should meet to-night;  
The Bogey Man I'd be glad to see;  
But they'll never, no, never, come back to me!"

"I watched in the garden last night at dark,  
A fairy favor to find, but—hark!  
My mother is calling—don't you hear?  
'Young ladies don't sit on the floor, my dear.'"

—“Zion's Herald.”

## Spring Festival.

## Mother Nature's Children Waking Up.

By M. W. A.

## AN EARLY SPRING EXERCISE.

(Mother Nature stands alone upon the platform. A sound of drum and tin trumpet is heard in the distance with marching feet. Four boys enter slowly, with drums and trumpets, playing softly. Following, in double file are all the children who take part, marking time with their feet. As they near the platform Mother Nature extends her hands to them, as she recites):

(Mother Nature, loud and animated):—

Here come the children with trumpet and drum  
Marching like soldiers, every one.  
Mother Nature is waiting to see you to-day,  
To give you a welcome, and hear what you'll say.  
Come on! little people, with trumpet and drum,  
I know you are waiting to join in the fun.  
My! but the music your making is fine,  
And your marching is beautiful, straight as a line. (Music ceases.)

Mother Nature has just waked up out of her sleep,  
And she's longing to see you, and just take a peep  
At her birdies and blossoms and good little girls,  
Come along! with your rosy cheeks, dimples, and curls.

(All on the platform, children standing in lines. At a chord from the piano children begin marching, boys with drums and trumpets leading, marking time with the feet but not playing. All sing.)

Tune: — “Lightly Row.”

Here we go! here we go!  
In a merry, merry row.  
Footsteps light, footsteps light,  
All around is bright.  
While we're marching round and round,  
Marching, marching, round and round.  
We will sing, we will sing,  
To the merry spring.

(Children march twice around to the piano music, then mass themselves on the platform, leaving space at one side. Mother Nature extends her hand for silence.)

Mother Nature, —

The winter is over and gone,  
The snow drifts have melted away,  
The robin is singing his song,  
And the bluebird is coming this way.  
While gladness is falling on everything,  
In walks our lovely, beautiful Spring.—(Mother Nature extends her hands as Spring approaches.)

Spring (moving slowly).—

I am gentle young Spring,  
And most gladly I sing  
As I'm coming to bring  
Sunshine and showers,  
Birds, buds, and flowers.

Mother Nature, —

You are welcome, young Spring,  
The buds you will bring  
Will soon be green leaves  
And flowers, for wreaths,—  
You are welcome, young Spring.

Spring calling. —

Little white Snowdrop! just waking up. (Snowdrop advances.)  
Violets! Daisies! the sweet Buttercup! (Flowers advance as called.)

Think of the flowers that are under the snow  
Waiting to grow.

Violet: — And think what hosts of queer little seeds  
Of flowers and mosses, of ferns and weeds,  
Are under the leaves and under the snow,  
Waiting to grow.

Buttercup.—Think of the roots getting ready to sprout,  
Reaching their slender young fingers about  
Under the ice, the leaves and the snow,  
Waiting to grow.

Snowdrop.—Only a month, or a few weeks more  
Will they have to wait,  
For the sun will shine and the brooks will flow  
To help them to grow.

Mother Nature.—Sweet little Violets, hid from the cold,  
Put on your mantles of purple and gold,  
(Daffodils advance.)

Daffodils! Daffodils! say, can you hear?  
Winter is over, and spring-time is here.—Select

First Daffodil.—See, pretty Pussy Willow  
In ermine mantle clad,  
Is strolling by the river  
To make the Alders glad.

Second Daffodil (in a lively manner).—  
Oh! you Pussy Willow! pretty little thing;  
Coming with the sunshine of the early spring,  
Tell me! tell me! Pussy, for I long to know,  
Where it is you come from, how it is you grow.

First Pussy Willow.—  
Now, my little girlie, if you look at me,  
And my little sisters, I am sure you'll see  
Tiny, tiny houses out of which we peep  
When we first are waking from our winter's sleep.—  
That is where we come from.

Second Pussy Willow.—  
How it is we grow,  
I will try, my girlie, now to let you know.  
As the days grow milder, out we put our heads,  
(All slip back their hoods.)  
And we lightly move us, in our little beds.  
(All sway a little.)

Third Pussy Willow.—  
And when warmer breezes of the springtime blow,  
Then we little Pussies all to catkins grow.—(Arranged.)

Mother Nature (holding up her finger and listening).—  
Hark! Hark! my children, I hear something!  
I know what it is. It is the growing grass. Listen! and  
hear what the grass says.

First Grass (moving slowly).—  
Up the hills (motions with his hand)  
And through the orchard, I creep and creep,  
Over the meadows, and where the rills  
Laugh in the shadows cool and deep.

Second Grass (lively).—  
Here I come creeping, creeping everywhere  
By the dusty roadside,  
On the sunny hillside,  
Close by the noisy brook,  
In every shady nook,  
I come creeping, creeping everywhere.—Sarah Roberts.

First Grass.—I am only a blade of grass,  
But how do I grow?  
Does any one know?

A little girl (stepping forward in a hurry).—  
I am only a little girl,  
But how do I grow  
Does any one know?

Mother Nature.—  
I don't believe that any one knows  
How a blade of grass or a little girl grows,  
But Mother Nature will watch, and maybe  
She will tell you a secret;  
Do you think you can keep it?

Boys sing.—  
Tune, "Yankee Doodle."  
Spring is coming, spring is coming.

Mother Nature says so,  
And we know the grass is growing

In the fields and woods,—ho! (explosive)  
Now we'll have some jolly times,  
Morning, noon, and night, sir,  
Marbles, kites, and all the rest.  
(Bowing to the girls, and slower),  
With dollies, for the girls, sir.

Girls sing.—Mother Nature knows a secret,  
And she'll tell the girls, sir,  
Boys can never keep a secret,  
Never in the world, sir;  
But we'll tell you what it is,  
When we know ourselves, sir,  
For little girls are always kind,  
And all the rest, that's nice, sir.

(After singing, the children mass in order to one side of the platform.  
Mother Nature behind the screen. Wild Rose and Edelweiss advance  
slowly.)

Wild Rose.—Pretty little Edelweiss,  
Is it nice? (Raises her right hand.)  
Up there, in the snow and ice?

Edelweiss.—Come and see me where I grow  
In the snow;  
But you must be sure to know  
Where to go.  
You will have to climb as high  
As the sky;  
But you'll find me by and by  
If you try.

Wild Rose.—Edelweiss, why do you stay  
Far away  
In the Alps? Come down and play  
Some bright day.  
All our grass is green and bright  
In the light;  
We are rosy with delight;  
You are white.

Edelweiss.—Little Rosie, don't tempt me, I  
Will tell you why;  
Underneath your summer sky  
I should die,  
I could never grow  
Down below.  
Grass is very sweet, but, Oh!  
I should die. —Selected.

(Wild Rose and Edelweiss remain on the platform, and a little girl  
dressed entirely in red, with Snowdrops, enter from behind the screen.)

Red Rose Bud (addressing the audience).—  
A little Rose Bud Red am I,  
And I shall be a big rose by and by.  
(Turns and salutes the flowers.)  
Then I will bow to the flowers, and say,  
"How do you do, my dears, to-day?"

Snowdrops (lively).—  
"Good morning, little rosebush!  
Now prithee tell me true,  
To be as sweet as a sweet red rose,  
What must a body do?"



FOR THE BLACKBOARD.

## "When the Birds Come Back."

By LIZZIE M. HADLEY.

Children singing tune—"Sing a Song of Sixpence."

Sing a song of springtime,  
Sing of winds that blow,  
Sing of pretty flowers,  
Under the snow.  
Sing of golden sunshine,  
Sing of April rain,  
Sing about the running brooks  
That wake from sleep again.

Children (knocking on wall or door)—

Oh, Nature, Dame Nature, we're knocking, knocking,  
Now at your fast shut door.  
O, come with your key of sunbeams, sunbeams,  
And open your hidden store.

Come, for the children are calling, calling,  
We long for the flow'rs and bees,  
The birds and butterflies dancing, glancing,  
The brooks and fair green trees.

We're weary of cold winds blowing, blowing,  
Of ice, of sleet, and snow,  
So, Nature, we pray you, waken, waken,  
'Tis time for winter to go.

Hark! there's something stirring, stirring,  
Is it a bird I hear?  
See! the grasses are starting, starting,  
Nature is drawing near.

(Enter Nature, singing. Tune—"Auld Lang Syne.")

"Tis well that you have not forgot  
The little birds and flow'rs.  
For Nature, children, comes to-day,  
With sunshine and with show'rs.  
To waken from their winter sleep,  
The birds and bees,  
And hang a wreath of blossoms fair  
Upon the trees.

Nature.— The goddess of spring has heard you calling,  
And so with her own fair hand,  
She touched my arm—as I lay a-dreaming  
With her magical silver wand.

She sends me here to the lads and lasses  
And bids me say unto you,  
She will call the butterflies, birds, and flow'rs  
And paint the spring skies blue.

(Children join hands and dance around Nature, singing. Tune—"Yankee Doodle.")

Old Dame Nature now has come  
To waken all the flowers.  
Ice and snow must flee away,  
Before the April showers.

Softly, softly, breezes blow,  
For Dame Nature's coming.  
Soon above the clover sweet,  
Bees will all be humming.

Soon she'll dress the fields and hills  
In their springtime glory.  
Not a snowflake shall be left  
To tell old Winter's story.

Children.— What have you brought us, Nature, Nature,  
What have you brought to-day?

Nature.— I've brought for dear little Pussy Willow  
A pretty fur robe of gray.

Soon I shall hear you coming, coming,  
All with a gladsome shout,  
Over the meadows calling, calling,  
"The pussy-willows are out!"

With powdery dust stand poplars golden,  
I've touched with green the grass,  
And hung on the maples tassels, tassels,  
That blush as they see me pass.

The flowers you'll see are starting, starting,  
As over the field I walk.

(Points to sky.)

And look! e'en now from the south-land flying  
The birds come, flock by flock.

And with them over the meadows blowing  
Cometh the warm south wind.  
O, children, e'er to the birdies, birdies  
You must be good and kind.

Children.— Why do you say that, Nature, Nature?  
Be kind? Of course we will  
Never a lad and never a lassie,  
A dear little bird would kill.

## RESPONSIVE EXERCISE.

First Child.— When wintry blasts are raging, raging,  
And swiftly falls the snow,  
What like a shadow's flying, flying?

Crow.— "Caw, caw!" 'tis I the crow."

Second Child.—

In woodland dim where rabbit and squirrel,  
Oft on the white snow play.  
Who through the trees goes chatt'ring, scolding?

Blue Jay.— "Ho, ho! 'tis I, the jay."

Third Child.—

Out among the Norway pines and spruces,  
What are the birds I see,

Chickadee.—

"Chickadee, Chicka-dee-dee!"

Fourth Child.—

Hist! there's something rapping, rapping.  
What is this I see?

Woodpecker.—

I'm a woodpecker tapping, tapping,  
High on a hollow tree.

Birds Together—

When in autumn the birds are going,  
We are the ones that stay.  
Naught care we for white flakes falling,  
We're blithe as robins in May.

## RECITATION.— The Woodpecker.

I'm sure I've somewhere heard or read  
That long ago there stood,  
All mossy and gray, a tiny house,  
Beside a sheltering wood.

And there a woman in sober gown,  
And apron white as snow,  
A little red cap upon her head;  
Lived years upon years ago.

Little cared she for human weal,  
And naught for human need,  
To have and hold for herself the best,  
Was a part of her selfish creed.

And when to her cottage door there came  
A beggar, wrinkled and gray,  
She hid from his sight her dainty cakes,  
And sent him empty away.

But as she watched him plodding on  
Conscience within her stirred,  
"I'd give him all," she softly said,  
"If I were but a bird."

No sooner said than all at once,  
The feathers on her grew.  
She changed into little bird  
And up the chimney flew.

Her sober gown was feathers black,  
As white as milk, her breast,  
The cap upon her old gray head  
Became a blood-red crest.

And still within the wintry woods,  
That bird to-day you'll see,  
While cheerfully she pecks her food,  
From out some woodland tree.

Children.— We like your stories, Nature, Nature,  
Tell them over again.

Nature.— Nay, little children, I must be going.  
'Tis time for the April rain.

Children.—Stay with us, stay with us Nature, Nature,  
Stay till the birds draw near.

Nature.—Where are your eyes and ears, my children?  
*Already the birds are here.*

Children.—Who ere the snow is going, going  
His way to the north land wings?

Nature.—While the winds of March are briskly blowing,  
The sparrow builds and sings.

Children.—Who is the birdie coming, coming,  
Now to the stormy North?

Nature.—With the earliest rays of the spring sun shining,  
The Bluebird sallies forth.

Children.—Who is the next one?  
(Robin peeps in at the door and chirps.) "Robin, Robin!"

Children (shake their finger at him).—  
You are a saucy elf,  
Out in the orchard from my cherries  
Coolly helping yourself.

Children.—Who is over the meadows skimming?

Nature.—The purple swallow comes,  
And sweets from the early flowers sipping  
Behind him the wild bee hums.

(Enter the birds. Together)—  
Yes, when the winter's snows are melting,  
With the green and gold of spring,  
We come to waken the echoes, echoes  
And this is the song we sing.

Tune: Scotch song, "When the Kye come Hame."  
When all the early grasses are stirring in their beds  
And all the pretty flowers begin to lift their heads,  
When all the brooks are telling their story of the spring.  
Then we know 'tis time for birdies their northward way  
to wing.  
So the birds came home, then the birds come home,  
In the morning of the spring  
All the birds come home.

Nature.—You are welcome, little songsters,  
But remember you must work.  
We like your joyous music,  
Yet, let none his duty shirk.

There are bugs and worms and beetles,  
To be destroyed by you.  
So leave at once the children,  
And your work begin to do. (Birds go out.)

Nature.—You, too, my little children,  
Whate'er the season be.  
Have work that's always needed  
That the world may better be.  
Be thoughtful and be ready  
A kindness e'er to do.  
Be gentle and obliging  
And to yourselves be true.

(Children join hands and dance across the stage singing. Tune Lightly Row.)

We will do! We will do!  
All that Nature tells us to.  
Good and kind. Good and kind.  
You each child shall find.  
Whatsoe'er our duty be,  
We will do it cheerfully.  
Now, adieu! Now, adieu,  
Nature, unto you. (Children go out.)

Nature.—Now that the children, birds, and flowers  
Their duties have well begun,  
I must see to the winds a-blowing  
And 'tend to the rain and sun.  
It will never do for me to be idle,  
I should find to my cost,  
Farewell, farewell. I'll see to the weather,  
And banish sly Jack Frost. (Goes out.)

Nature dresses in green and brown.  
Children in ordinary costume.  
Bluejay in blue and black.  
Crow in black.  
Sparrow in brown.  
Woodpecker, black dress, white apron, and red cap.  
Robin, brown dress, red apron, black cap.  
Bluebird, in blue.  
Swallow in changeable purple and green, white apron. Decorate with blossoms from the trees and place several small evergreen trees near the door at which the birds enter.

## Memorial Day.

### A Memorial Day Exercise.

By Lizzie M. Hadley.

Columbia.—School.—Different Pupils.—Eleven children with cards to spell Memorial day. Enter several children.

Children.—The air is full of sunshine,  
The fields with blossoms gay,  
And darting swallows whisper,  
That June is on the way.  
So, now we hasten to meet her—

Columbia.—Ah, stop your happy play!  
For hark, the dirge proclaimeth,  
'Tis our Memorial day.

School.—Memorial day! Memorial day!  
O, little children, cease your play,  
And all the sunny, morning hours  
Come wreath the soldiers' graves with flowers.

Children.—Nay, life is long; the world is fair.  
Who, in this blossom-scented air,  
All fanned by many a gentle breeze,  
Vocal with birds and humming bees,  
Would follow veterans, worn and gray,  
And keep with them Memorial day?  
Why should we all, with solemn tread,  
Go mourning for the peaceful dead?

Columbia.—Why? Child, they tried our land to save,  
Forgetful, in a soldier's grave,  
Each sleeps. O, with these flowers o' May,  
Remember them Memorial day.  
Aye, let our flags at half-mast fly,  
To honor those who dared to die,  
And on their country's altars, laid  
Their lives, unmoved and undismayed.

School.—Ah, years on years have passed, since then,  
And beardless boys are gray-beard men;  
Of these, a handful, worn and gray,  
Are all that we can find to-day.

1st Pupil.—Who first proposed Memorial day?

Columbia.—A mother's tender thought, 'tis said,  
First strewed above the silent dead,  
The blossoms that, with lavish hand,  
Nature strews o'er our whole broad land.  
Was e'er a headstone marked, "*Unknown*,"  
Above that mound her flow'r's were strewn.  
Because her own boy, sleeping, lay,  
She kept the first Memorial day.

School.—May 30, 1865, the first memorial service was held above the graves of the Union prisoners, who died in the stockade at Charleston, S. C.

2d Pupil.—I have read that on May 27, 1866, a number of veterans decorated the graves of comrades buried in Waterloo, N. Y.

3d Pupil.—I have heard that a memorial service was held in Cincinnati, in 1867.

4th Pupil.—Who first suggested a general observance of the day?

Columbia.—Child, no one knows;—yet, wait;—  
Methinks in eighteen sixty-eight,  
One who had come from o'er the sea,  
A native of far Germany,  
Told how his people, in the spring,  
The fairest flowers full oft would bring,  
To scatter where the dead might sleep.  
He prayed we, too, a day would keep,  
To deck the hallowed sod with roses,  
Where'er brave loyalty repose.

And yet, methinks, 'tis little worth  
To know how first the day had birth;  
But, keep it, aye, and, as in love  
You bend the low, green mounds above,  
O, scatter roses, white and red,  
A tribute to our patriot dead.

**Children.**—We'll do your bidding. Now, to you  
We bring the words, both strong, and true,  
That poets, with their lyrics, tender,  
Have sung about each brave defender.

**1st Pupil.**—Though tears be salt, and wormwood still  
Is bitter to the taste,  
God's heart is tender, and He will  
Let no life fail or waste.

—Richard Re却t.

**2nd Pupil.**—We deem not now the offering vain,  
Our dearest, though we give;  
Nor do we ask release from pain,  
If but the nation live.—H. N. Powers.

**3rd Pupil.**—Though unknown hero sleeping by the sea  
In thy forgotten grave; with secret shame  
I feel my pulses beat, my forehead burn,  
When I remember, thou hast given to me  
All that thou hadst, thy life, thy very name,  
And I can give thee nothing in return.  
—H. W. Longfellow.

**4th Pupil.**—The flowers shall fade and perish,  
In larger faith, spake I;  
But these dear names we cherish  
Are written in the sky,  
And cannot die.—T. P. Cook.

"Not with the anguish of hearts that are breaking,  
Come we, as mourners, to weep for our dead;  
Grief in our breasts has grown weary of aching,  
Green is the turf, where our tears we have shed."  
—O. W. Holmes.

**School.**—Tender and true; the songs they sing  
Shall comfort to our sad hearts bring.  
But list! a sound of marching feet,  
And hark the children's voices, sweet!  
O, little children, leave your play,  
And keep with us. Memorial day.

Enter eleven girls singing: "Tune; 'Gaily the Troubadour.' Each child carries a card with a letter upon it.

**Song.**—Yes, we are coming now,  
Little children, all;  
Lightly on the green sward  
Our footsteps fall.  
Blossoms red, white, and blue,  
Now we will bring,  
And above soldiers, brave,  
Requiems sing.

**Together.**—O, down to us there surely come  
Faint echoes from the fray;  
So we, the children of the land,  
Would keep Memorial day.  
And shall we tell the tale to you,  
Tell how our fathers fought,  
And how the Union we enjoy  
By patriot blood was bought?  
They planted Freedom's deathless seeds;  
We'll tell you of their matchless deeds.

**School.**—What will you say of the men who died?

**Children.**—O, by their death they were glorified;  
Yet, raise above them no marble towers,  
But heap their graves with fairest flowers.  
Blossoms white as the faces dead,  
Blossoms red as the blood drops shed,  
Blue as the far-off summer sky,  
Stained with the sunset's golden dye;

Palms and laurels to honor the brave,  
These, with our love, shall deck each grave.  
So listen, while one by one, we tell,  
A story we've heard, and all love well:

**1st Child (M).**—I'm but a little maiden,  
But I've heard my father say  
That years ago there was a war  
Betwixt the Blue and Gray.  
Now, side by side they're sleeping,  
And, in memory of them,  
I head this long procession  
And bring the letter M.

**2nd Child (E).**—The story we are telling  
I'm sure must all be true;  
For my papa a soldier was,  
And bravely wore the blue.  
All fearless and undaunted,  
The soldiers marched away,  
To keep them in remembrance,  
I bring an E to-day.

**3rd Child (M).**—I, too, have heard the story,  
How the land with blood was red,  
And of the men who left their homes  
To go where duty led.  
They left their wives and children,  
And fought—we know to-day how well  
An M. I bring to you.

**4th Child (O).**—All bravely they went marching,  
The blue and gray brigades,  
From Northern mountains, clad in pine,  
And sunny Southern glades,  
'Neath blazing suns of summer,  
'Mid winter's drifting snow,  
They fought, till mustered out by death,  
I bring to you an O.

**5th Child (R).**—Above the blue were flying  
Our own loved stripes and stars;  
And to the breezes then the gray  
Flung out the stars and bars,  
To-day, while looking backward,  
Through years so dim and far,  
I seem to see those banners.  
I bring the letter R.

**6th Child (I).**—The smoke and grime of battle,  
For four long years men dared  
While bullets round them rained like hail,  
And brazen trumpets blared;  
Their courage never faltered.  
From duty none would fly.  
The next in this procession,  
I come, to bring an I.

**7th Child (A).**—They heard death's stealthy footsteps  
And through the battle's door,  
Went bravely marching Blue and Gray  
Unto the other shore.  
Now, o'er each lowly sleeper,  
His grave a hallowed shrine,  
I'll scatter spring-time flowers,  
And bring this A. of mine.

**8th Child (L).**—Grim Death, with sharpened sickle,  
Was garnering his sheaves,  
And men were falling all around  
As thick as autumn leaves.  
A tribute to their memory.  
Behold, here's Asphodel!  
Upon their graves I'll place it,  
While I bring you next an L.

**9th Child (D).**—All redly ran the rivers,  
The flowers forgot to bloom,  
The blackened grass was powder-scorched,  
The whole land but a tomb.  
For sons and sires, forsaking

Their homes, at duty's call,  
Had marched to victory or death,  
A D I bring for all.

Fourth Child (A).—To-day, with heads uncovered,  
We see our fathers come,  
With tattered banners drooping low,  
And roll of muffled drum.  
This blood-bought peace they gave us  
We'll cherish it alway.  
Now, I, who stand the next in line,  
Will bring for you an A.

Fifth Child (Y).—O, earth, send us your blossoms;  
Blow softly winds of May,  
And trees, your perfumed sweetness lend,  
To deck the Blue and Gray;  
And may our war-scarred banners,  
That float against the sky,  
Still tell how dearly peace was bought,  
I bring to you a Y.

All.—Above the graves of heroes  
Who've slept for long, long years,  
The trampled grass grows green again,  
Wet by a nation's tears.  
And we, the nation's children,  
Will come with every May,  
To spell, as now we're spelling,  
For you, Memorial day.

All clasp hands and look upward.

Look down, O, Heavenly Father,  
On us, thy children, all,  
And let the blessing of Thy love  
Upon us gently fall.

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O, help us e'er remember,  
At what a fearful cost,  
The flowers bloom, where years ago,  
War's blood-stained banners tossed.

Song.—Tune, "America."

When spring with summer blends,  
Then earth this message sends,  
Flowers are here.  
Sent here to deck the brave,  
Who died our land to save,  
O'er them let green boughs wave,  
Men we revere.

Now, while our voices swell,  
Let ev'ry tolling bell,  
For them make dole;  
And may we ever be,  
Guardians of liberty;  
They died our land to free;  
Bells, for them toll.

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## Rainbow Drill.

By Helen Wright.

Eight little girls dressed in white—queen and seven fairies. Each fairy wears sash of a rainbow color and holds streamer of same color fastened to pole which is carried by queen.

Queen.—Seven little sisters dancing all together,  
Dancing in the sunlight, in this pleasant weather.  
Listen to their singing; this is what they say:  
"We are rainbow fairies, and this is Arbor day."

Red Fairy.—Beneath my glance roses blush deeply red;  
The columbine a vivid scarlet shows;  
And the field lily, drooping her fair head,  
More ruddy grows.

Orange Fairy.—The yellow and the red ray  
Together blend in me.  
I color all the luscious globes,  
That load the orange-tree.

Yellow Fairy.—I am the yellow ray. To me  
Daisies and asters wide unfold;  
Their hearts, and daffodils, lift up  
Their cups of gold.

Green Fairy.—A modest little fay am I;  
I don't aspire to reach the sky;  
Or paint with colors, flaunting bright,  
The universe from depth to height.  
Yet, still my handiwork you see  
On hill and dale, on bush and tree.  
Earth would present a different scene,  
If she should lose her robe of green.

Indigo Fairy.—Seek me in the monkshood's blooms,  
That in old-fashioned gardens grow;  
Or in the larkspur's wrinkled horns,  
I am the fairy Indigo.

Blue Fairy.—Unto my fond and faithful care  
The azure sky is given;  
The bluebells and forget-me-nots  
I paint with hues of heaven.

Violet Fairy.—The splendor of a king is mine;  
I tint the rich blood of the vine,  
And pour it out in purple wine.  
Mine are the sea-shell's gorgeous dyes,  
And mine the violet light, that lies  
In the sweet pansies' dewy eyes.

(Forming ring round queen, all sing. Tune.—"Swinging on the old apple-bough.")

Peeping through the shadows,  
Dancing o'er the meadows,  
Making all the wide world lovely to see.  
In the treetops swaying,  
In the raindrops playing,  
Busy rainbow fairies are we.

Chorus.—Rainbow fairies, rainbow fairies,  
Fairies of the rainbow, busy are we;  
Rainbow fairies, rainbow fairies,  
Busy rainbow fairies are we.

(Dance.—To polka time, fairies, skip three times round queen, then change to heel-and-toe polka and dance three times round. Reverse direction each time your own place is reached.)

(Second stanza of song.)

When the storm doth lower,  
And the sudden shower  
Beating down the blossoms and grass so  
green,  
Gayly we come trooping,  
To cheer the floweret's drooping,  
The moment that a sunbeam is seen.

(Chorus.)

(Dance.—To schottische time, turning backs to queen.

1. Step to side with left foot; 2, swing right foot over left; 3, swing right foot back; 4, swing left foot over right, repeat four counts, then take three steps to left at fourth count, swing right foot over left, and repeat whole dance toward right till own place is reached. (In swinging foot, keep toe pointed down.)

2. (Dance military schottische, putting skipping in place of waltz step, round circle till own place is reached.)

3. To Oxford minuet:

Take four steps round circle toward left, bow to queen, four steps still toward left, reverse, and come toward right, bowing to queen at fourth count, and reversing at eighth count. Skip round circle to galop time, repeat minuet till own place is reached.

(Third verse of song. Children point to colors, and each bows when own color is spoken.)

Here a lively fellow,  
In a coat of yellow,  
Violet on one fay, another in green;  
One in scarlet new dress,  
Another in a blue dress,  
Indigo and orange fays between.

(Chorus.)

(Dance.—Repeat dance used after first verse.)

2. To same music, children take hold hands, advance to queen and back, advance, leave three fairies, rest form circle and dance round, then advance to queen, get fairies and back, advance again and all bow. March out, all singing chorus of song.)



## The Stork and the Kangaroo.

Said a stork to a kangaroo :  
"I must be related to you.  
A resemblance I see  
Betwixt you and me,  
That leads me to think it really must be,"  
Said the stork to the kangaroo.

To the stork said the kangaroo :  
"What you say perhaps may be true.  
I've really no doubt  
That by searching about,  
Some far-away kinship we might ferret out,"  
To the stork said the kangaroo.



Said the stork to the kangaroo :  
"I think it is fun, do not you ?  
To mount to the sky—  
For you surely can fly  
If we are related." "Oh, no, sir! not I,"  
To the stork said the kangaroo.

"No, not I," said the kangaroo.  
"I have often tried, it is true ;  
But on earth I still stop,  
For I've no wings to flop,  
And when I endeavor to fly I just hop,"  
To the stork said the kangaroo.

—Arthur J. Burdick in October *Kindergarten Magazine*.

## Interesting Notes.

The timeliness and energy of the "Atlantic Monthly" are shown by the announcement that its March number will contain a review of Mr. Cleveland's two administrations by Woodrow Wilson. Mr. Wilson of course writes from the point of view of a non-partisan student of public affairs in their larger aspects. After reviewing the principal events with which Mr. Cleveland has had to do, he undertakes to assign him his historical place among our presidents. According to Mr. Wilson's estimate, Mr. Cleveland is the most robust personality that has entered our political life since Lincoln.

The A. D. F. Randolph Company will publish soon "Dr. Tucker, Priest-Musician" by Christopher W. Knauff. The name of J. Ireland Tucker, S. T. D., is known far and wide by virtue of his musical hymnals. But the late rector of the Holy Cross at Troy and of its famous school exerted a wider influence. By means of his exceptional work there bestowed during fifty-one years, as by the standard set up and popularized in his hymnals, he acted as a pioneer and reformer in behalf of pure church music throughout all America and for Christians of every name.

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## A Voice From the Arctic.

Dr. F. A. Cook, who was with Lieutenant Peary on his famous North Greenland expedition, and which resulted in the closest approach to the pole attained up to that time, wrote the following letter to the Antikamnia Chemical Co., which will be of interest as showing how an approved product becomes far reaching in its work.

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Surgeon and Ethnologist of the North Greenland Expedition.

It gives us pleasure to call our readers' attention to an article that has solid merit, namely, Brown's Bronchial Troches. For more than a hundred years a sterling character, honesty of purpose and wise dealings have characterized the house manufacturing this excellent and popular article. The same determination to do everything well has marked for nearly fifty years the manufacture and sale of these famous troches. Every speaker and singer knows their immense value, and all are ready to tell of their worth for colds and sore throats. But public speakers and singers are not the only ones who derive great benefit from the use of Brown's Bronchial Troches. The general public are not slow to show appreciation of a good thing. The immense sale of these troches proves the truth of this statement. We can unhesitatingly recommend them to our readers, thus following the example of ministers and regular physicians who know their value for afflictions of the throat.

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### The "Victorian Age."

Such, thinks the *Handelsblad*, Amsterdam, the age of steel and steam will be called by future generations. Our Dutch contemporary is not an Anglomaniac, but it cannot help acknowledging that the long reign of Queen Victoria is a fitting landmark by which an age of unprecedented progress in the world may be remembered. It says:

"The exhibition which is in preparation in Earls Court to commemorate Queen Victoria's reign of sixty years' duration will probably be more instructive than many international exhibitions. Not only in England, but throughout the world, our century will be called the 'Victorian Age,' and more important it will be regarded than the Siècle de Louis XIV. The exposition will show many contrasts. We will be able to make comparisons between 1837 and 1897, and not to the difference in the fields of industry, commerce, science, and art. The difference between the tools and scientific instruments in use then and now will astonish many. . . . It is interesting to note at this juncture that the date of the queen's ascent to the throne was looked upon as a happy omen, which has been verified. It was the longest day in the year, and Cruikshank's *Amarast* contained the following poetical comment:

"Queen Victoria Proclaimed—The Longest Day."

The queen proclaimed upon the longest day;

May this coincidence be not in vain,  
But prove prophetic of the lengthened sway  
And to her longest day proclaim her  
reign."

—Translated for *The Literary Digest*.

### Future of the Fur Seals.

Two recent reports from the United States Fish Commission regarding the fur seals in Bering sea agree that pelagic seal era alone are to blame for the impending extermination of the herds. Commander I. J. Brice, of the commission, declares that there are three definite alternatives for settling the seal question: First, that the United States government effectually terminate the present international dispute by absolutely annihilating the Alaskan seal herd as the animals arrive on the seal islands; second, that the government permit the pelagic poachers of British Columbia to destroy the seals on their way to the rookeries and in the vicinity, and thus ultimately destroy the legitimate industry of killing selected seals on the islands; and, third, for the British government to enact laws to protect an industry which is now generally conceded in America to have from the outset been of more commercial interest to Great Britain than to the United States. Mr. Brice contends that immediate extermination is humane and warranted by the regulations and that the American naval patrol proved inadequate to prevent the slaughter of nursing female seals. He finds that the rules which have substituted the spear for firearms are an advantage to the pelagic hunters, since the seals are not warned by the noise of firearms. Leonard Stejneger, of the national museum at Wash-

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ington, in his report, however, believes that united international agreement could restock the seal herds, and he advocates the total and absolute prohibition of pelagic sealing in the North Pacific ocean and Bering sea at all seasons for at least six years; the total prohibition after of pelagic sealing at all seasons with a radius of 150 miles of the "breeding" islands, and the total prohibition of sealing on land for one year. The Philadelphia *Ledger*, which calls attention to these reports in view of the bill pending in Congress to authorize extermination unless Great Britain agrees to give the seals better protection, does not hesitate to say that Mr. Stezneger's view is "common sense, and any but selfish present individual interests would approve." — *Literary Digest*.

### Nelson's Famous Order.

Captain Alfred T. Mahan contributes to the March *Century* an article on "Nelson at Trafalgar" (the fourth and last of his series on Nelson's great engagements). Concerning Nelson's famous order, Captain Mahan says: After returning to the deck, Nelson asks Blackwood whether he did not think another signal was needed. The captain replied that he thought that everyone understood perfectly what was expected of him. After musing a while Nelson said, "Suppose we telegraph that 'Nelson expects every man to do his duty.'" The officer to whom the remark was made suggested whether it would not read better "England expects." In the fleet, or, for the matter of that, to the country, the change signified little, for no two names were ever more closely identified than those of England and Nelson; but the latter welcomed it eagerly, and at 11:30 the signal which has achieved world-wide celebrity flew from the *Victory*'s masthead, and was received with a shout throughout the fleet.

### A Vanished Civilization.

The pioneers of civilization in South America were the Jesuits. Although their influence in many respects may not always have been what was most conducive to the prosperity of the new settlement, yet their mode of treating the natives was more humane and their plan for the development and progress of the country more advanced than any other attempts of that period. They sought to establish a permanent home for their sect with a wealth and splendor that would equal that of the Old World, and their work was characterized by prudence, industry, and wisdom. Other settlers came only as fortune hunting adventurers to enslave the natives, pillage the country, and then return to their own land with ill-gotten gains.

Monuments of the Jesuits still remain in churches, aqueducts, cities in ruins, and the history of a hundred prosperous missions; from the Amazon to Brazil's southern borders we see their signs. The aqueducts of Rio de Janeiro, the hundred churches of Bahia, the stone water dams on the rivers of Goyaz, the crumbling ruins of almost every state of Brazil, tell of the Jesuit occupation. Other settlers of that period left almost nothing behind them; their mission was to destroy, tear down, and drive out the only element of good the country had, that they might establish the reign of terror, slavery, and rapine that cursed the country so long.—Henry Granville in February *Lippincott's*.

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